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ABSTRACT

Over fifty strategies, designed to help foreign language teachers incorporate the "real communication concept" into exisitng programs, are presented. They are intended to help the learner apply the skills immediately in order to go from skill acquisition to skill usage in as short a time as possible. Applicable to ESL, French, Spanish, and German classes, the strategies deal with aspects of communication such as expression of a personal concern, opinion, or feeling, and ways of getting to know self and others better. Each strategy contains the following elements: (1) objective; (2) linguistic focus; (3) skill focus; (4) procedure; (5) working structure; (6) components, such as word lists or materials to be furnished by the participants; (7) culture; and (8) level. Some of the strategies are followed by additional information in English, French, German, and Spanish. (AMH)

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# STRATEGIES

# FOR

# COMMUNICATION

in French, Spanish, German, and English

Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

1977

FL 011 948

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## Credits

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## FOREWORD

The enclosed *Strategies for Communication* were developed as the end product of a workshop for teachers of foreign language co-sponsored by the Nebraska Department of Education and the Department of Secondary Education at the University of Nebraska.

The purpose is to provide a model to assist the classroom teacher in structuring learning situations which will encourage the use of language skills for meaningful interpersonal communication during the early stages of language learning.

The strategies are a first step toward bringing together both the "skill getting" and the "skill using" so that the student will be able to experience the personal satisfaction and sense of accomplishment that comes from actual communication in a second language almost from the first day in the classroom.

Anne Campbell
Commissioner of Education

## THE REAL COMMUNICATION CONCEPT

How soon are students able to use a foreign language to communicate authentically with another person, with a group of classmates, and with the teacher? Is an expression of a personal concern, an opinion, idea or feeling, something which must be postponed to the 2nd, 3rd, 4th year, or even to that distant time when "mastery" of the language has been achieved? Can foreign language learning be connected with the here and now, everyday, real world? Can vocabulary and syntax acquisition become the means to increase self awareness, self expression, and to build acceptance of others?

These and related questions are being increasingly considered in relation to traditional values and techniques in FL learning. Innovative and creative teachers are beginning to explore, with their students, ways to bring about what has been termed in the 70's "real communication" in FL classrooms.

Implied in the term "real communication" are at least four conditions, here very briefly summarized:

> "The segments of language being learned are to be put to immediate use by means of structured experiences providing opportunity for successful expression of real concerns through the new medium of the FL."
>
> "Within the periods of time set aside for small group communication in the FL, no new structures are taught and correction of errors is limited to those responses which fail to communicate."
>
> "The teacher must overcome the notion (both personally and in the student) that a grammatically incorrect answer is akin to 'original sin'. Instead the focus is placed upon using what students have learned to express their own impressions, feelings, ideas, preferences, etc., with vocabulary help supplied by the teacher."
>
> "Deliberate reorganization of both vocabulary and sequence of structures presented will probably be necessary."

## THE MODEL

The following strategies were designed to help foreign language teachers incorporate the *real communication concept* into existing programs. The idea is to help the learner apply the skills immediately in order to go from skill acquisition to skill usage in the shortest possible time.

Objective

How may this be accomplished? First there must be a purpose for using language in a way that has meaning for the student; in the first strategy it is "to have students identify and share positive personality traits in themselves and other members of the group."

Linguistic Focus

The next step is the *linguistic focus*. This is the key which will allow the teacher to relate the learning strategy to a particular concept of grammar or usage in existing classroom materials.

Skill Focus

Very closely related to the linguistic focus is the *skill focus*, which merely points out which of the four basic skills are to be incorporated into the communication activity.

Procedure

The *procedure* is the plan for each activity. The term "magic circle" is sometimes used in statements relating to procedure and is described by Wilson and Wattenmaker as consisting of "...no more than 16 members responding to questions that elicit personal experiences and the feelings evoked by them."

Working Structure

The *working structure* includes pairs, circles, small groups or individual, the latter does not mean isolated but rather that the need or purpose for the communication is one sided.

Components

The *components* may refer to lists of words, questions or statements which are attached as an addenda to the strategies or to tangeable objects which can be furnished by the participants.

Culture

How can culture be included as a part of the communication process? Experience in using the strategies has taught us that most of the strategies can have a "cultural application" where cultures are concerned. This is particularly true if a native speaker is included because the content of the questions and exchanges of information solicit responses which are culturally determined and thus provide an excellent basis for comparing and contrasting value systems.

Level

The most arbitrary designation applied to each strategy is the one pertaining to "level". For example, you may use a strategy labeled "one" in a rather limited way in the initial state then use it again at a more

advanced stage when students have progressed in skill usage. Conversely the teacher may find that a strategy labeled "level two" may be easily adapted for use in a first year class.

Supplementary Materials

You will notice that some of the strategies are followed by additional information in English, French, German and Spanish. These materials were designed to accompany the original strategies. Again, as in the strategies you are encouraged to make whatever changes are necessary to adapt to your own learning situation.

Dr. Sidney Hahn
Department of Secondary Education
University of Nebraska-Lincoln

Mel Nielsen
Foreign Language Consultant
Nebraska Department of Education

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Jim Cramer

## Learning Strategy - Accentuate the Positive

**Objective:** to have students identify and share positive personality traits in themselves and other members of the group

**Linguistic focus:** singular forms of "to have"; singular forms of "to be", adjectives, nouns

**Suggested level:** one

**Skill focus:** speaking, listening

**Working structure:** large group

**Procedure:**

1. Students bring a small item to class which they feel describes a positive attribute of their personality. They should know or look up the name of the item and the attribute before class.
2. Each student will, in turn, bring the item to a centrally located table and say: "I have a _____. I am _____."
3. In the "magic circle" using reflective listening technique, students will tell what other students have brought and what attributes they have described.
4. As the attributes are named, the leader lists them. The group is divided into pairs. Each individual then lists the attributes of his partner. The students may want to get help from their partners in preparing their lists.

Alternative Procedure:

(Variation for numbers 1 and 2)

Have students bring an item that describes a positive attribute of the personality of another member of the group. Each student will, in turn, bring the item to the member of the group he is describing and say: "I bring _____ a _____. He is _____." or "I have a _____ for _____ (name) _____. He is _____." It might be advisable to pair the students prior to the activity to assure that all are included.

(Variation for numbers 1 and 2) Advanced level

In the "magic circle" each student will say:
(example) "If I could bring John a gift it would be a cup, because he is receptive like the cup."

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Act It Out

**Objective:** to observe and express emotions

**Linguistic focus:** simple sentences

**Suggested level:** one

**Skill focus:** speaking, listening, reading, writing

**Working structure:** small groups of three - four, to large group

**Procedure:**

1. Given an emotion, (e.g., anger, frustration, boredom, joy, passion) each group of students will create a skit to illustrate the emotion.
2. The skit will be acted out for the class and students will guess which emotion is being portrayed.

**Component:** list of ideas for each emotion

IDEAS:

Brother and sister relationships
Teacher and student relationships
Parent and child
Friends
Boy and girl relationships
Student reactions on winning an award or contest
Student reactions to pressure from parents (e.g. Clean up your room, Cut your hair, Be back by 11:00 p.m.)
Restaurants - eating
School situations

Marie Trayer
Susan Byrd
Kay Nickel
Carolina Sherman

## Learning Strategy - Admiration

**Objective:** to identify and verbalize characteristics the students value in others

**Linguistic focus:** use of "to be" and adjectives

**Level:** semester one

**Skill focus:** speaking

**Working structure:** large group

**Procedure:**

1. Students will bring pictures, photographs or drawings of a person they admire or like and think of three characteristics of the person in the target language which they are to be prepared to state in the target language. On an easel or blackboard write the characteristics as each student shares his picture with the group.

2. When all the characteristics are written down, each student draws a line. One end of the line represents all the positive characteristics now on the board; the other represents none of them. The student puts an x on his line at the point at which he sees himself in relation to the list. He puts another mark at the point he thinks his parents would place him.

3. The teacher may ask students if anyone identifies strongly with any of the characteristics listed on the board.

**Components:** pictures or drawings

**Cultural application:** An admired person from the target country, living or dead, could be selected by each student for characterization.

Tracy Kramer
Deb Weihing

## Learning Strategy - The Artist

**Objective:** to compare individual responses to cues

**Linguistic focus:** imperative form, nouns and descriptive words

**Suggested level:** two

**Skill focus:** listening and speaking

**Working structure:** large group

**Procedure:**

1. Each student draws a simple picture Later, he will direct others to draw whatever is illustrated in the picture by giving directions in the target language.
2. The teacher collects the pictures, selects one, and asks for a volunteer to direct the class to draw the object depicted. The class will follow the directions without seeing the speaker's original picture.
3. After all members of the group have completed the drawings, the speaker will show his drawing, and they will compare the results.

**Components:** paper and pencils, vocabulary cues for use in giving directions

**Cultural application:** none

## The Artist

Draw _____

French: 1. Dessinez _____

German: 2. Zeichnet (Zeichnen Sie) _____

Spanish: 3. Dibujen _____

above

1. en haut
2. oben
3. arriba

to the left

1. à gauche
2. links
3. a la izquierda

to the right

1. à droite
2. rechts
3. a la derecha

below

1. en bas
2. unten
3. abajo

Larry Marvin
Jill Cunningham

## Learning Strategy - Attribute Identification

**Objective:** to share elements of one's lifestyle, and allow students to know the teacher (and each other) better

**Linguistic focus:** vocabulary building and answering questions

**Suggested level:** one

**Skill focus:** listening

**Working structure:** circle

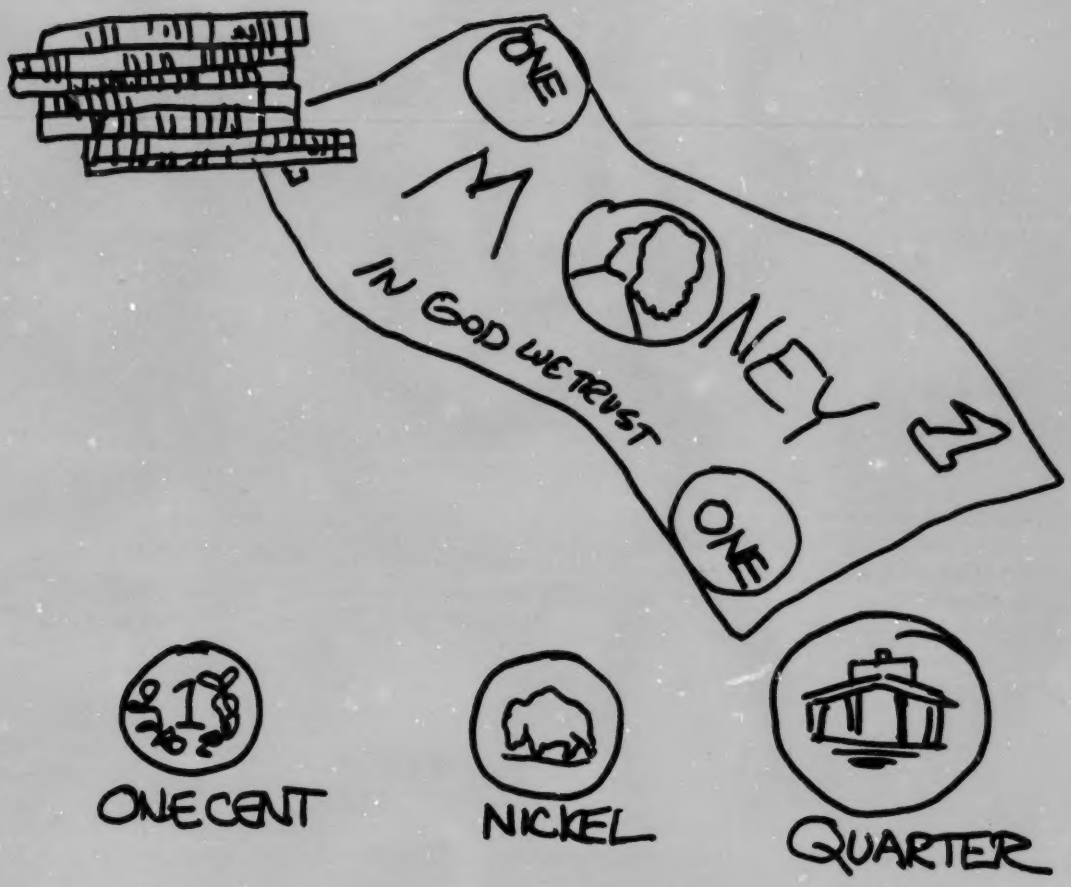
**Procedure:** Students answer the multiple choice questions dealing with elements of the speaker's life style.

Alternatives:

1. Questionnaires can be prepared and dittoed if a reading focus is desired.
2. Questions may be devised which pertain to both teacher and students. Students may answer the questions individually, share their answers with a partner, and team up to predict how the teacher will answer. The majority answers to questions may be determined, if desired. (Students should be asked to team with a person they do not know very well).
3. More advanced students may prepare their own questionnaire.

**Components:** paper, pencil, list of questions prepared by the speaker (See Personal Preference Questions)

**Cultural application:** Building empathy. Possible discussion of attributes which might be different if the speaker were a citizen of the country of the target language.


ONE
M
ONEY
IN GOD WE TRUST
ONE
ONE CENT
NICKEL
QUARTER

Susan Byrd

## Learning Strategy - Bargaining

| | |
|---|---|
| Objective: | to increase cross-cultural understanding, cooperation, decision-making, development of bargaining ability |
| Linguistic focus: | (vocabulary building) use of numbers, and quantity expressions |
| Suggested level: | one |
| Skill focus: | speaking, listening |
| Working structure: | individual |
| Procedure: | Given a fixed amount of "script" or "money" students will make purchases in a simulated market situation. The objective is to obtain as much quantity and quality of goods per amount spent as possible. |
| Components: | paper pesos, tables, white elephants, tally sheets |
| Cultural application: | The nature of the activity is cultural, but in addition some Mexican hand gestures may be taught that have to do with money and bargaining. The students should then use these as well as the oral bargaining techniques. |

Carolina Sherman
Susan Byrd
Kay Nickel
Marie Trayer

## Learning Strategy - Choose A Country

**Objective:** to express personal preferences

**Linguistic focus:** Spanish - conditional tense, the verb "to like" (gustar); German - modal (möchten); French - conditional (J'aimerais)

**Suggested level:** one

**Skill focus:** speaking, listening

**Working structure:** small group (16 or less)

**Procedure:** Students will respond at random to the question, "To what country would you like to travel?" The question could be answered in the target language and a reason offered in English. e.g., Me gustaría viajar a Africa (to see the wild animals). Ich möchte nach Afrika fahren . . .

Variation:

The question may be reintroduced to see if any students have changed their mind or if they have alternate choices based on other students' ideas.

**Components:** none

**Cultural application:** Explore student perceptions of how nationalities are characterized, by the students; in considering whether these characterizations hold true, and how they have originated the teacher could initiate a discussion on the topic of stereotypes.

Silke Printz

## Learning Strategy: Choose A Mate

**Objective:** to identify what aspects of human nature are important to people

**Linguistic focus:** adjectives, professions, abbreviations

**Suggested level:** two

**Skill focus:** speaking, listening, writing

**Working structure:** Groups of four - six, circle

**Procedure:** Previously, the class has read various lonely hearts ads or ads seeking a partner (e.g., "Heiratsanzeigen") from a German newspaper or magazine. The abbreviations have been explained. The students divide into groups of four - six, preferably all boys and all girls. The leader of each group states that they are going to compose a "Heiratsanzeige". One student writes down the answers. The leader may start by saying: "I am 41 years old," then each one in the group will add another characteristic like "I am slender" or "I am good looking" or "widow with three small children", etc.

After describing the person who is looking for a partner, each person in the group will continue by saying something like: "I am looking for . . a man of wealth, a loving father to my three children, etc. until the group feels the ad is complete.

The groups will then move into one large circle and the recorders will read the group's ad.

Afterwards the group will discuss what is important to people through the recurring themes they found: "loving, well educated" etc., and could compare the foreign ads to those found in some American publications.

**Cultural application:** Identifying students perceptions of same and different values of other cultures and nationalities versus his own.

Hilton

Jim Cramer

## Learning Strategy - City Comparison

**Objective:** to identify and list similarities and differences between your city and a major city in the target culture in order to gain an understanding of the social needs of the target culture.

**Linguistic focus:** 3rd person singular and plural forms of "to have", direct objects.

**Suggested level:** one

**Skill focus:** speaking

**Working structure:** large group

**Procedure:**

1. Students answer the question "What does Munich have?" (in the target language). Make a list of these items on the board or overhead.
2. Students answer the question "What does Hastings (your city) have?" Make a list of these items on the board or overhead.
3. Students answer the question "What do the two cities have (in common)?" Make a list of these items on the board or overhead. As the items are mentioned check them off the first two lists.
4. The students should discuss the cultural differences and similarities between the two cities, e.g., "Why does Munich have a _____ and Hastings does not?" "Why do both cities have a _____?" "What human needs are fulfilled by the _____?" "Why is the _____ such a center of activity in Munich but not in Hastings?", etc...

   The discussion may be conducted in English.

**Cultural application:** The students will probably be able to draw cultural conclusions on their own. Try to insure that they are verbalized and corrected if necessary. The teacher may want to add to or expand the cultural conclusions the students have made.

Jim Cramer

## Learning Strategy - Collage

**Objective:** to demonstrate that words carry cultural as well as denotative meanings

**Linguistic focus:** vocabulary expansion

**Suggested level:** one

**Skill focus:** cultural recognition

**Working structure:** individual or small group

**Procedure:** The student will discover and describe instances which illustrate linguistic and cultural inter-relationships.

1. From a list of common words in the target language the student will select a word that interests him/her.
2. Using a dictionary the student will list the English equivalents for that word.
3. The student will make a collage of pictures illustrating or describing the meanings of the word. (The pictures should be clipped from target language magazines for cultural accuracy).
4. The student will describe in English some cultural images the word carries as illustrated by the collage.

**Components:** word list, target language magazine

**Cultural application:** "...culturally conditioned images are associated with even the most common target words and phrases."*

* Seelye, Teaching Culture, pp. 42-43

## Word Selection Collage

| | | | | |
|---|---|---|---|---|
| 1. | beautiful | beau | die Schule | hermoso(a) |
| 2. | beer | la bière | das Bier | la cerveza |
| 3. | boy | le garçon | der Junge | el muchacho |
| 4. | bread | le pain | das Brot | el pan |
| 5. | car | la voiture | der Wagen | el coche |
| 6. | child | l'enfant | das Kind | el niño |
| 7. | city | la ville | die Stadt | la ciudad |
| 8. | fashion | la mode | die Mode | la moda |
| 9. | fat | gros | dick | el gordo |
| 10. | father | le père | der Vater | el padre |
| 11. | food | la nourriture | das Essen | la comida |
| 12. | friend | l'ami | der(die) Freund(in) | el amigo |
| 13. | furniture | les meubles | die Mobel | los muebles |
| 14. | gentleman | le monsieur | der Herr | el señor |
| 15. | girl | la jeune fille | das Mädchen | la muchacha |
| 16. | house | la maison | das Haus | la casa |
| 17. | love | l'amour | die Liebe | el amor |
| 18. | man | l'homme | der Mann | el hombre |
| 19. | mankind | les gens | die Menschen | el amigo |
| 20. | meat | la viande | das Fleisch | la carne |
| 21. | money | l'argent | das Geld | el dinero |
| 22. | mother | la mère | die Mutter | la madre |
| 23. | nature | la nature | die Natur | la naturaleza |
| 24. | old | vieux | alt | viejo(a) |
| 25. | people | les gens | die Leute | la gente |
| 26. | soccer | le football | der Fussball | el sóquer |

Word Selection Collage

| | | | | |
|---|---|---|---|---|
| 27. | son | le fils | der Sohn | el hijo |
| 28. | sports | les sports | Sport | el deporte |
| 29. | store | le magasin | der Laden | la tienda |
| 30. | to drive | conduire | fahren | manejar |
| 31. | to go | s'en aller | gehen | ir |
| 32. | to play | jouer | spielen | jugar |
| 33. | to smoke | fumer | rauchen | tomar |
| 34. | to stand | rester debout | stehen | levantarse |
| 35. | train | le train | der Zug | el tren |
| 36. | vacation | les vacances | der Urlaub | las vacaciones |
| 37. | wine | le vin | der Wein | el vino |
| 38. | woman | la femme | die Frau | la mujer |
| 39. | young | jeune | jung | joven |

Marie Trayer
Kay Nickel
Susan Byrd

## Learning Strategy - Decision-Making

**Objective:** to identify material possessions which the student values

**Linguistic focus:** vocabulary building, conditional, future, present tense "to own"

**Suggested level:** two

**Skill focus:** speaking, listening, reading, writing

**Working structure:** individual to circle

**Procedure:** The students are given a three columned sheet of paper with heading in the target language:

1. ten things I own now,
2. things I might own someday, and
3. things I would really like to own

After filling out the columns in the target language, the students could decide how much money would be spent on each item and then add the total amount. After each student has filled his out, lists may be shared in the circle. A follow up could include questions such as, "Money is short. What could you leave out?"

**Components:** handout made up of three columns

**Cultural application:** Questions could be asked, e.g., "How would a Mexican, French or German person fill in the columns? What do you think he might include, which would be the same or different from your list?"

Jim Cramer

## Learning Strategy - Describe Your Teacher

**Objective:** to get to know your teacher

**Linguistic focus:** adjectives, "is like" structure

**Suggested level:** one

**Skill focus:** reading

**Working structure:** large group, pairs

**Procedure:**

1. Given a prepared list of adjectives, students will complete a statement and circle choices.
2. The statement will be completed a second time, substituting, "I am" for the words, "Your teacher is", and putting a square around the choice made.
3. Students pick a partner and share their choice with one another.
4. The students may then come into a circle and discuss their findings.

Variation:

More complicated structures may be devised for more advanced levels. e.g., "Which would your teacher choose in the following situations?"

**Components:** "Your teacher" sheet (in the target language)

**Cultural application:** The teacher may discuss in the target culture teacher/student roles.

## Your Teacher

Check the appropriate adjectives.

I. Your teacher is _____.

| | | |
|---|---|---|
| happy | old | cruel |
| angry | young | friendly |
| generous | old-fashioned | industrious |
| selfish | modern | good |
| sad | friendly | conceited |
| strong | unfriendly | handsome, beautiful |
| weak | shy | fast, quick |
| graceful | lazy | slow |
| clumsy | funny | dumb |
| active | quiet | honest |
| intelligent | dishonest | loud |
| outgoing | nice | |

Circle your choice in each of the following.

II. Your teacher is

1. more like summer or winter?
2. more like Hastings or New York City?
3. more like bread or cake?
4. more like a Volkswagen or a Mercedes?
5. more like yes or no?
6. more like a rock or sand?
7. more like cola or water?
8. more like ice cream or cheese?
9. more like a café or a restaurant?
10. more like a museum or a movie?

## Votre Professeur

Cochez les adjectifs appropriés.

I. Votre professeur est _____.

| | | |
|---|---|---|
| heureux | vieux | cruel |
| colérique | jeune | sympathique |
| généreux | vieux jeu | travailleur |
| égoiste | moderne | vaniteux |
| triste | sympathique | bien fait |
| fort | antipathique | rapide |
| faible | timide | lent |
| adroit | paresseux | bête |
| maladroit | amusant | honnête |
| actif | réservé | criard |
| intelligent | malhonnête | bon |
| ouvert | gentil | élégant |

Indiquez votre choix dans la colonne suivante en faisant un cercle.

II. Votre professeur ressemble davantage

1. à l'été ou à l'hiver?
2. à Hastings ou à la ville de New York?
3. à du pain ou à du gâteau?
4. à une Volkswagen ou à une Mercedes?
5. à oui ou à non?
6. à une pierre ou à du sable?
7. à du coca ou à de l'eau?
8. à de la glace ou à du fromage?
9. à un bistrot ou à un restaurant?
10. à un musée ou à un cinéma?

## Ihre Lehrerin oder Ihr Lehrer

Bezeichnen Sie die passenden Adjektive.

I. Ihre Lehrerin (Ihr Lehrer) ist _____.

| | | |
|---|---|---|
| glücklich | alt | grausam |
| ärgerlich | jung | fleiBig |
| groBzügig | altmodisch | gut |
| selbstsüchtig | modern | eingebildet |
| traurig | freundlich | gutaussehend |
| stark | unfreundlich | (schön) |
| schwach | schüchtern | flink |
| anmutig | faul | langsam |
| ungeschickt | witzig | dumm |
| tatkräftig | ruhig | ehrlich |
| klug | unwahnhaftig | laut |
| (freundlich) | nett | |

Unterstreichen Sie Ihre Wahl in jedem der folgenden Paare:

II. Ist Ihre Lehrerin (Ihr Lehrer)

1. mehr wie Sommer oder wie Winter?
2. mehr wie Hastings oder wie New York?
3. mehr wie Brot oder wie Kuchen?
4. mehr wie ein Volkswagen oder wie ein Mercedes?
5. mehr wie Ja oder wie Nein?
6. mehr wie Stein oder wie Sand?
7. mehr wie Coca-Cola oder wie Wasser?
8. mehr wie Speiseeis oder wie Käse?
9. mehr wie ein Café oder wie ein Restaurant?
10. mehr wie ein Museum oder wie ein Kino?

## Tu Maestro

Elege el adjetivo apropiado.

I. Tu maestro(maestra) es(está) _____.

| | | |
|---|---|---|
| alegre | viejo(a) | trabajador(a) |
| enojado(a) | joven | bueno(a) |
| generoso(a) | moderno(a) | presumido(a) |
| egoísta | hostil | guapo(a) |
| triste | amistosa | animado(a) |
| fuerte | tímido(a) | lento(a) |
| débil | perezoso(a) | tonto(a) |
| gracioso(a) | cómico(a) | honesto(a) |
| torpe | tranquila(o) | ruidoso(a) |
| activo(a) | falso(a) | |
| inteligente | simpático(a) | |
| extrovertido(a) | cruel | |

Termina la siguiente frase por subrayando tu selección:

II. Tu maestro(maestra) se parece más:

1. al verano o al invierno?
2. a Hastings o a Nueva York?
3. al pan al pastel?
4. a un Volkswagen o a un Mercedes?
5. a un sí o a un no?
6. a una piedra o a la arena?
7. a un refresco o al agua?
8. al helado o al queso?
9. a una cafetería o a un restaurante?
10. a un museo o a un cine?

Deb Weihing
Bernard Marquis
George Schmelzer

## Learning Strategy - Draw It

| | |
|---|---|
| Objective: | to share feelings about past actions |
| Linguistic focus: | past tense |
| Suggested level: | two |
| Skill focus: | reading, listening, speaking, writing |
| Working structure: | individual, to circle |
| Procedure: | Students draw a picture to represent each of five events listed on a handout. They may also add a short written statement as a caption.<br><br>In the circle students will tell about any of those events that they wish to share. Students will restate what other students have said, or comment upon interesting events and shared feelings. |
| Components: | handout sheet with the five categories |
| Cultural application: | none |

## Draw It

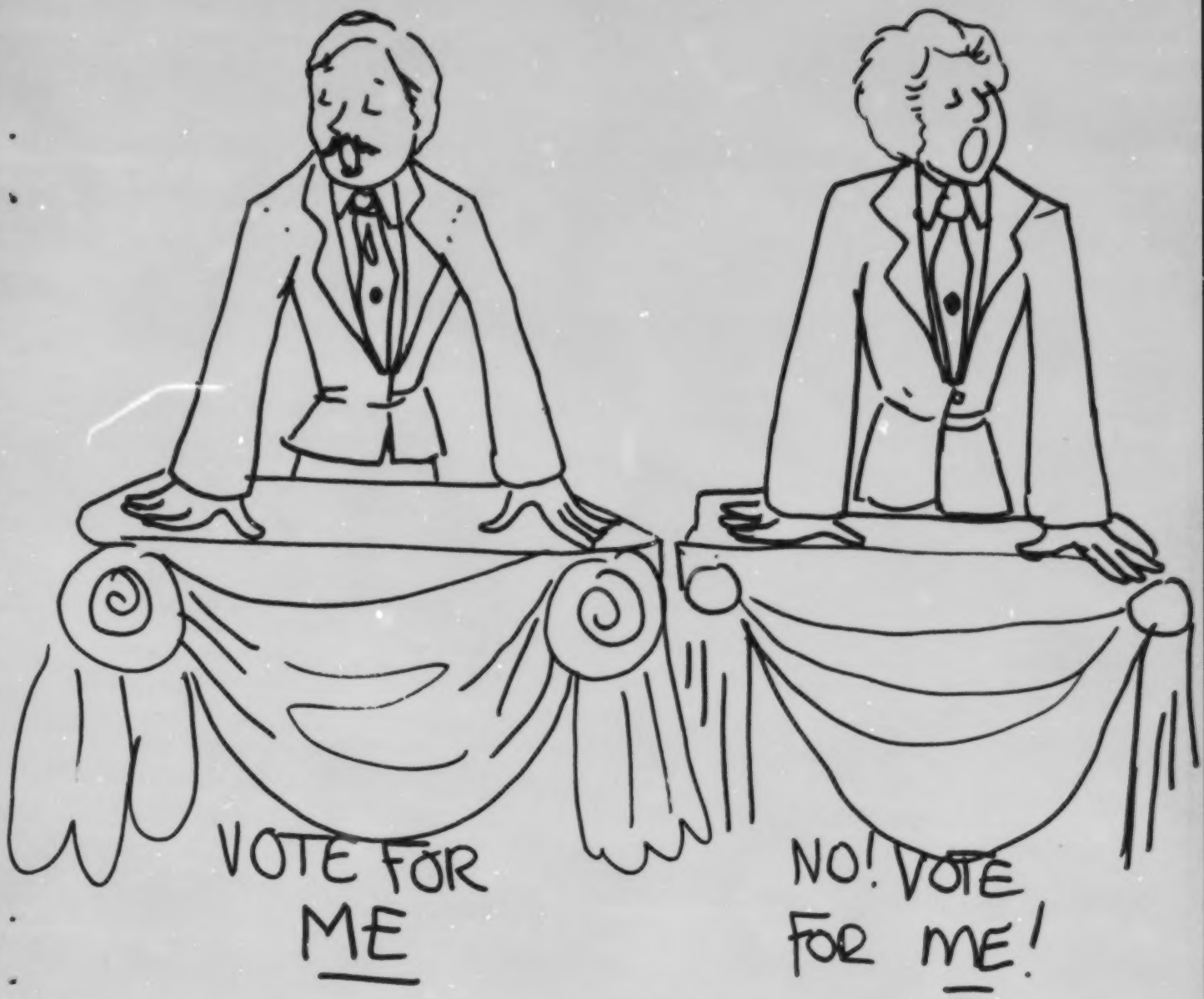
1. My biggest success
   Mon plus grand succès
   Main grösster Erfolg
   Mi éxito más grande

2. A failure
   Un échec
   Ein MiBerfolg
   Un fracaso

3. Something I did that helped someone.
   C'est quelque chose que j'ai fait pour aider quelqu'un.
   Etwas, womit ich jemandem geholfen habe.
   Algo que hice para ayudar a alguien.

4. Something I've done that I'm proud of.
   C'est quelque chose que j'ai fait et dont je suis fier.
   Etwas, worauf ich stolz bin.
   Algo que hice de lo que estoy orgulloso.

5. The funniest thing that I ever did.
   C'est la chose la plus amusante que j'ai jamais faite.
   Das komischste, was ich je gemacht habe.
   La cosa más graciosa que yo he hecho.


VOTE FOR ME
NO! VOTE FOR ME!

Larry Marvin

## Learning Strategy - Ego Building

| | |
|---|---|
| Objective: | to share feelings of ego |
| Linguistic focus: | adjectives |
| Suggested level: | one |
| Skill focus: | speaking, listening |
| Working structure: | small group (circle) |
| Procedure: | Given a question designed to stimulate multiple responses, e.g., "Why are you so special?" each student will choose from a list of responses or offer his own answer. Follow with a reflective listening activity in which students may ask a reflective question, e.g., "Why do you feel (funny)?"<br><br>Or, going around the circle each student will tell his characteristic and that of the person on his left to the student sitting to the right. "John is funny and I am strong." |
| Components: | attached worksheet; list of feeling words and adjectives; flash cards or posters |
| Cultural application: | none |

## How is your ego?

Why are you so special?

I am:

- (the most) intelligent
- (the most) skillful
- strong(est)
- (the) quick(est)
- the youngest in class
- oldest in class
- wise(est)
- bright(est)
- (the most) agile
- rich(est)
- better
- best
- (the most) industrious
- good at everything
- versatile
- master of all trades
- pretty-handsome
- (the most) popular
- an only child
- the best dressed
- best mannered
- a bigger drinker
- a casanova
- women are attracted to me
- strong as a bull
- fast as lightning
- cunning as a fox
- as rich as a banker
- funny
- charismatic
- sharp as a tack
- fast as a deer

I have:

- a drivers license
- the fastest car
- the best car
- the best family (mother, father, siblings)
- the best town
- the greatest state
- the greatest nation in the whole world
- the best _____ team
- best church
- a memory like an elephant

How do you feel by being _____(this way)_____?

## Renforcement de la personnalité

**Pourquoi êtes-vous spécial?**

| | | |
|---|---|---|
| Je suis | (très) intelligent | je fais bien tout ce que je fais |
| | (très) adroit | je m'intéresse à beaucoup de choses |
| | fort | j'excelle dans tout |
| (le plus) | de. . . | suis beau |
| (le plus) | rapide de. . . | (le plus) populaire |
| (le plus) | jeune de la classe | un fils/une fille/unique |
| (le plus) | âgé de la classe | le mieux habillé (e) |
| (le plus) | philosophe de. . . | le plus poli (e) |
| (le plus) | doué de. . . | un bon buveur |
| (le plus) | agile de. . . | un Don Juan |
| (le plus) | riche de. . . | j'attire les filles |
| | le meilleur de. . . | fort comme un cheval |
| (le plus) | travailleur | rapide comme la foudre |
| | rusé comme le renard | |
| | riche comme Crésus | |
| | amusant | |
| | doué | |
| | fin comme une aiguille | |
| | rapide comme un cerf | |
| j'ai: | un permis de conduire | |
| | la voiture la plus rapide | |
| | la meilleure voiture | |
| | la meilleure famille (mère), le meilleur père, les meilleurs frères et soeurs | |
| j'habite | la plus belle ville | |
| | le meilleur Etat | |
| | la plus grande nation du monde | |

j'appartiens à la meilleure équipe
la meilleur église
j'ai une mémoire comme un éléphant

Quels sont vos sentiments quand vous vous sentez _____de _____cette manière?

## Wie bist du?

Warum bist du etwas Besonderes?

Ich bin:

| | |
|---|---|
| der/die Intelligenteste | gut in allem |
| der/die Geschickteste | vielseitig |
| der/die Stärkste | ein Hansdampf in allen Gassen |
| der/die Schnellste | hübsch |
| der/die Jüngste in der Klasse | der/die Beliebteste |
| der/die Älteste in der Klasse | ein Einzelkind (einziges Kind) |
| der/die Klügste | am besten gekleidet |
| der/die Aufgeweckteste | der/die Höflichste |
| der/die Flinkste | Ich saufe wie ein Loch. |
| der/die Reichste | ein Casanova |
| _____ besser | Ich ziehe die Frauen an. |
| der/die Beste | stark wie ein Ochse |
| der/die Fleissigste | schnell wie der Blitz |
| gerissen wie ein Fuchs | |
| reich wie ein Krösus | |
| komisch | |
| charmant | |
| eine Intelligenzbestie | |
| flink wie ein Reh | |

Ich habe:

- einen Führerschein
- den schnellsten Wagen
- den besten Wagen
- die beste Familie
- die beste Stadt
- den besten Staat
- das beste Land in der ganzen Welt
- die beste Mannschaft
- die beste kirche
- ein Elefantengedächtnis

Wie fühlst du dich deshalb?

## ¿ Qué tal tu ego?

¿ Porqué eres tan especial?

Soy:

- el más inteligente
- el más habil
- el más fuerte
- el más rapido
- el más joven
- el mayor
- el más sabio
- el más listo
- el más agil
- el más rico
- el mejor
- el mejor
- el más deligente
- muy listo por todo
- el más versatil
- el maestro de todos trabajos
- el más guapo
- el más popular
- el único hijo
- el más bien vestido
- el que mejor se porta
- el más listo para tomar
- un Don Juan
- astraigo a las mujeres
- fuerte como el toro
- rápido como los relampagos
- astuto como una zorra
- rico como un banquero
- cómico
- carismático
- agudo como un tachuela
- rápido como un ciervo

Yo tengo:

- licencia de manejar
- el coche más rápido
- la mejor familia (madre, padre, hermanos)
- la mejor ciudad
- el mejor estado
- el mejor país del mundo
- el mejor equipo de _____
- el mejor iglesia
- una memoria como un elefante

¿Como te sientes de ser ___(así)_____?

Kay Nickel
Marie Trayer
Carolina Sherman
Susan Byrd

## Learning Strategy - Experts

**Objective:** to identify and express the opinions students have in common

**Linguistic focus:** adjectives, nouns

**Suggested level:** one

**Skill focus:** writing, listening

**Working structure:** large group

**Procedure:** Three students will volunteer to be "experts"; they will be provided with paper and magic markers. All other students are issued papers and pencils. Given several incomplete sentences all students including the "experts" will complete the sentences without sharing the results. When all are finshed, completions can be answered to see if they "match the experts". Experts may be changed or students with the matching completion may become the "new experts".

**Components:** paper, pencils, magic markers, incomplete sentences such as:

| | |
|---|---|
| Happiness is _____. | Le bonheur est _____. |
| Parents are _____. | Les Parents sont _____. |
| School is _____. | L'ecole est _____. |
| Dreams are _____. | Les rêves sont _____. |
| Love is _____. | L'amour est _____. |
| I live for _____. | J'existe pour _____. |
| My teacher is _____. | Mon professeur est ___. |
| La felicidad es ____. | Glücklichsein ist ____. |
| Los padres son _____. | Eltern sind _____. |
| La escuela es _____. | Die Schule ist _____. |
| Los sueños son _____. | Träume sind _____. |
| El amor es _____. | Liebe ist _____. |
| Vivo para _____. | Ich lebe für _____. |
| Mi maestro es _____. | Mein(e) Lehrer (in) ist ___. |

**Cultural application:** none

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Facial expressions

**Objective:** to get in touch with one's feelings

**Linguistic focus:** verb "to be"; adjectives

**Suggested level:** one

**Skill focus:** speaking, listening

**Working structure:** small group (circle)

**Procedure:**

1. Given a piece of paper with the outline of a head on it, the student will demonstrate his/her mood by drawing in facial details:

   e.g.
   | | | |
   |---|---|---|
   | smile | = | happy |
   | frown | = | sad |
   | hair on end | = | scared |
   | wrinkled brow | = | worried |

2. After everyone is finished each student in turn will ask a classmate, "How are you?" The student who is asked will show the face to the group and respond appropriately.

**Components:** Mimeographed sheets with head shape drawn on them

**Cultural application:** none

Jim Cramer
Tracy Kramer

## Learning Strategy - Family Members

**Objective:** to share perceptions of family members

**Linguistic focus:** singular form of "to be", predicate adjective

**Suggested level:** one

**Skill focus:** listening, speaking

**Working structure:** small group, three - six

**Procedure:** Students will share attributes of four family members.

1. Individually each student will draw simple pictures of four members of the immediate family (father, mother, sister, brother, aunt, uncle, grandfather, grandmother) in the squares provided.
2. In turn, each student will orally make three statements about each family member.
3. After all pictures have been described, the members of the group will then describe a member of another student's family.

**Components:** paper divided into four quadrants, dictionary, list of adjectives (optional)

Susan Byrd

## Learning Strategy - Famous Persons

**Objective:** to identify characteristics students hold in common with celebrities

**Linguistic focus:** question-answer, descriptive adjectives

**Suggested level:** one

**Skill focus:** speaking

**Working structure:** small group (circle)

**Objectives and Procedures:**

1. Given a stack of laminated pictures of famous persons, the first person will turn the top picture face up and say, (a) "Who is this?" ("Quién es?", "Wer ist das?" "_____?") and b) "What is this person like?" ("Como es?" "Wie ist er?" "_____").

   Anyone may volunteer the answer.

   The stack of pictures will continue to be passed around until all have been identified and described.

2. Each student chooses a picture of a person who has a trait he/she has or would like to have, and then tells the group; e.g., "I am like Henry Kissinger, (because) he speaks a foreign language."

**Components:** laminated magazine pictures of famous people

**Cultural application:** Pictures of famous persons of the target language nationality could be substituted.

YEA!

Kay Nickel
Marie Trayer
George Schmelzer

## Learning Strategy - Fantasy

**Objective:** to encourage student to use their imaginations

**Linguistic focus:** the superlative, past tense

**Suggested level:** two

**Skill focus:** speaking, listening

**Working structure:** small group (circle)

**Procedure:** Student will describe an imaginary creature. e.g.: The leader will begin by saying, "Yesterday I saw the most fantastic _____." (e.g., animal). It was very big. It was purple and it had three yellow eyes." Others then imagine and describe the most fantastic animal that they saw yesterday. After three or four students have described a fantastic animal, the others in the group may vote on the most fantastic. The subject can be changed from animal to other topics, e.g., man, girl, tree, sport, food, car, spaceship, house, school, plant.

**Components:** list of topics

**Cultural application:** Students may be referred to selections of literature which correspond to fantasy, e.g., Borges Imaginación y Fantasia and discuss fantasy in U.S. literature as compared to the target culture.

George Schmelzer
Deb Weihing

## Learning Strategy - Fictional Character

**Objective:** to identify personal qualities that one admires

**Linguistic focus:** descriptive adjectives

**Suggested level:** two

**Skill focus:** speaking, listening

**Working structure:** pairs, then large group

**Procedure:**

Each student is given a few minutes to choose any fictional character he would like to be. The student will then share his/her choice with a partner, telling the reason(s) for the choice.

Finally, the student will tell the group about his/her partner's choice and reasons for that particular choice.

Possible expansions:

Students could ask questions for clarification.
The group could try to recall the characters chosen by individual members.
Students could use adjectives to describe the character chosen.

**Components:** none

**Cultural application:** Characters may be chosen from target language literature.

## Learning Strategy - Find Your Double

| | |
|---|---|
| Objective: | to demonstrate that human relationships may be built through the sharing of common characteristics |
| Linguistic focus: | relative clause, comparative adjective |
| Suggested level: | one |
| Skill focus: | reading, speaking, listening |
| Working structure: | large group |
| Procedure: | Given a prepared list of characteristics, students will discover at least three matching characteristics among one or more people. Students will circulate in a standing group asking questions in the target language. |
| Components: | list of statements |
| Cultural application: | none |

## Who Am I Like?

1. Someone with a birthday the same month as you.
2. Someone with the same initial in the last name.
3. Someone with the same initial in the first name.
4. The tallest person in the group.
5. The shortest person in the group.
6. Someone with the same hair color as yours.
7. Someone with the same hobby as you.
8. Someone whom you would like to know better.
9. Someone who uses the same toothpaste as you.
10. Someone whom you liked the first time you met.
11. Someone who has the same shoe size as you.
12. Someone who reads the same kind of books as you.
13. Someone who was not born in Nebraska.
14. Someone whom you like.
15. Someone who likes the same television program as you.
16. Someone who wears glasses.
17. Someone who doesn't have a second name.
18. Someone who hasn't been outside the United States.
19. Someone who hasn't been outside of Nebraska.
20. Someone who likes motorcycles.

## A qui est-ce que je ressemble?

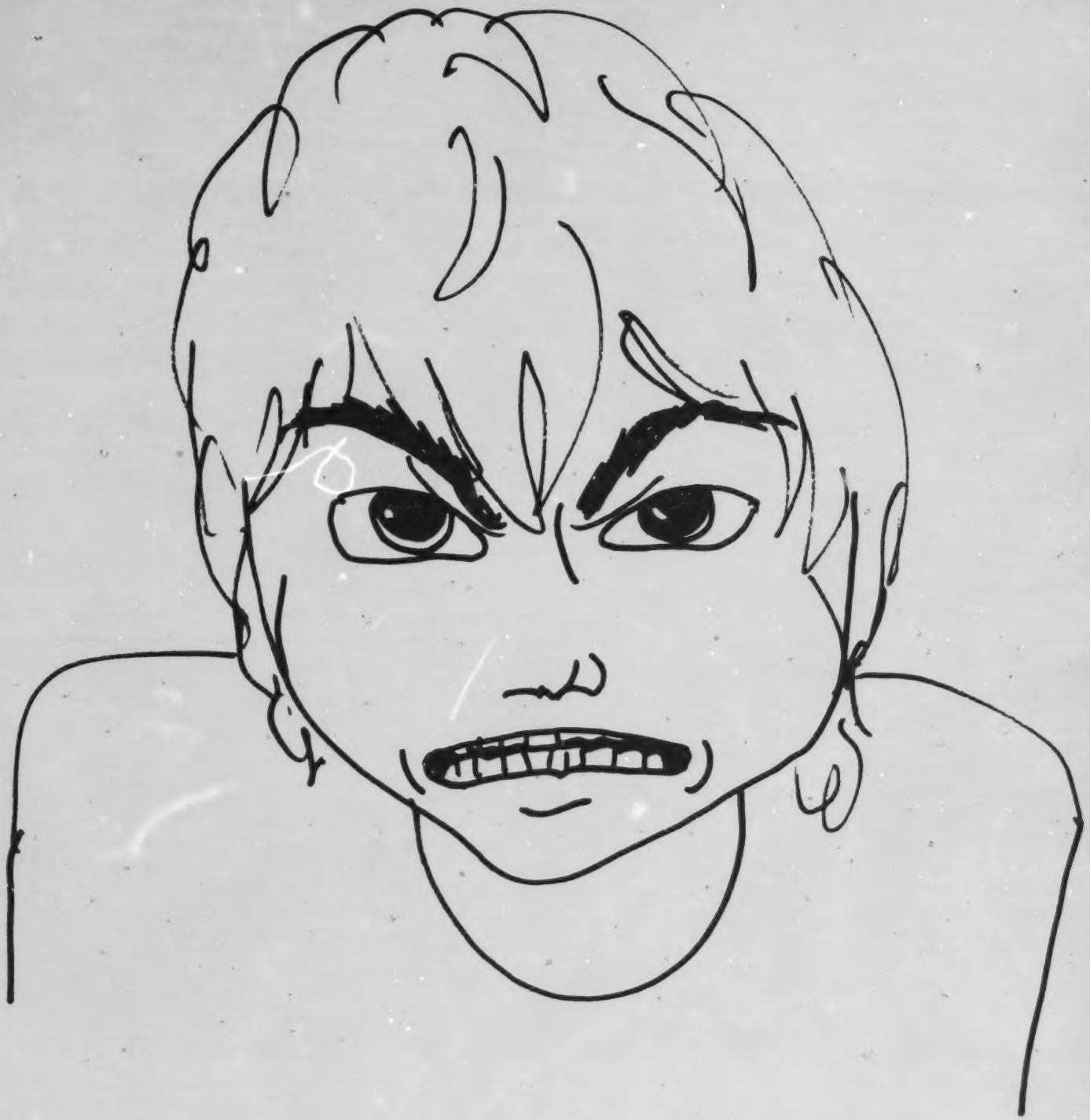
1. A quelqu'un qui a un anniversaire le même mois que vous.
2. A quelqu'un qui a les mêmes initiales que vous.
3. A quelqu'un dont le nom se termine avec les mêmes lettres.
4. La plus grande personne du groupe.
5. La plus petite personne du groupe.
6. A quelqu'un qui a les cheveux de la même couleur.
7. A quelqu'un qui a les mêmes distractions que vous.
8. A quelqu'un que vous aimeriez connaître mieux.
9. A quelqu'un qui se sert de la même pâte dentifrice que vous.
10. A quelqu'un avec qui vous avez sympathisé au premier abord.
11. A quelqu'un qui a même pointure que vous.
12. A quelqu'un qui lit les memes livres que vous.
13. A quelqu'un qui n'est pas né au Nébraska.
14. A quelqu'un qui vous aime bien.
15. A quelqu'un qui regarde les mêmes programmes de télévision que vous.
16. A quelqu'un qui porte des lunettes.
17. A quelqu'un qui n'a pas de deuxième prénom.
18. A quelqu'un qui a voyagé en dehors des Etats-Unis.
19. A quelqu'un qui n'a jamais voyagé en dehors des Etats-Unis.
20. A quelqu'un qui aime faire de la moto.

## Wer ist dir ähnlich?

1. Jemand mit demselben Geburtstagsmonat.
2. Jemand mit demselben Anfangsbuchstaben im Vornamen.
3. Jemand mit demselben Anfangsbuchstaben im Familiennamen.
4. Der/die Größte in der Gruppe.
5. Der/die Kleinste in der Gruppe.
6. Jemand mit derselben Haarfarbe.
7. Jemand mit demselben Hobby.
8. Jemand, die/den du besser kennenlernen willst.
9. Jemand, der/die dieselbe Zahnpasta benutzt.
10. Jemand, den/die du auf der Stelle (sofort) gern hattest.
11. Jemand mit derselben Schuhgrösse.
12. Jemand, der/die dieselben Bücher liest.
13. Jemand, der/die auch nicht in Nebraska geboren ist. (Jemand, der/die in _____ geboren ist.)
14. Jemand, der/die dich gern hat.
15. Jemand mit demselben Lieblingsfernsehprogramm.
16. Jemand, der/die auch eine Brille trägt.
17. Jemand, der/die auch keinen (oder denselben) zweiten Namen hat.
18. Jemand, der/die auch im Ausland gereist ist.
19. Jemand, der/die auch nicht aus Nebraska herausgekommen ist.
20. Jemand, der/die gern Motorrad fährt.

## ¿Quién se parece a mi?

1. A alguien con el cumpleanos en el mismo mes que Ud.
2. A alguien con la misma inicial en el appellido.
3. A alguien con la misma inicial en el nombre.
4. A la persona más alta del grupo.
5. A la persona más baja del grupo.
6. A alguien con el mismo color de pelo.
7. A alguien que tenga el mismo pasatiempo que Ud.
8. A alguien que a Ud. quiera conocer mejor.
9. A alguien que use la misma pasta de dientes.
10. A alguien a quien Ud. le gustó la primera vez que se encontraron.
11. A alguien con el mismo numero de zapato que Ud. tiene.
12. A alguien que lea la misma clase de libros que Ud.
13. A alguien que no haya nacido en Nebraska.
14. A alguien a quien Ud. le guste.
15. A alguien a quien le guste el mismo programa de televisión que Ud.
16. A alguien que lleve anteojos.
17. A alguien que no tenga un segundo nombre.
18. A alguien que haya vivido fuera de los Estados Unidos.
19. A alguien que no haya estado fuera del estado de Nebraska.
20. A alguien que le gusten las motocicletas.



George Schmelzer
Deb Weihing

## Learning Strategy - Get In Touch With Your Feelings

**Objective:** to clarify and express one's feelings on a given topic

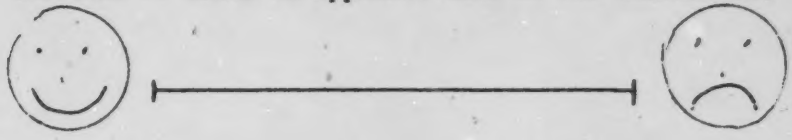
**Linguistic focus:** adjectives

**Suggested level:** one

**Skill focus:** listening

**Working structure:** large group

**Procedure:** Happy and sad faces are posted on opposite sides of the room or drawn on opposite ends of the chalkboard.



Students physically place themselves at the appropriate spot on the continuum to illustrate their feelings about a certain topic, or initial the line at the point chosen. Each student may also draw a continuum for each of several questions asked.

Possible variation at an advanced level:

Students could clarify and discuss their choices.

**Components:** happy and sad faces; list of topics for the leader

**Cultural application:** none

# Get In Touch With Your Feelings

| How do you feel right now about: | Quels sont tes sentiments audjourd'hui a propos de: |
|---|---|
| your family | ta famille |
| your friends | tes amis |
| weekends | le weekend |
| Mondays | le lundi |
| Fridays | le vendredi |
| snow | la neige |
| the weather today | le temps aujourd'hui |
| summer | l'été |
| food | la nourriture |
| adults | les adultes |
| teachers | tes professeurs |
| foreign language | des langues etrangères |

| Was hältst du im Augenblick von: | ¿Cómo se siente en este momento sobre: |
|---|---|
| deiner Familie | su familia |
| deinen Freunden | sus amigos |
| Wochenenden | los fines de semana |
| Montagen | los lunes |
| Freitagen | los viernes |
| Schnee | la nieve |
| dem heutigen Wetter | el tiempo de hoy |
| Sommer | el verano |
| Nahrungsmitteln | los alimentos |
| Erwachsenen | los adultos |
| Lehrern (Lehrerinnen) | los maestros |
| Fremdsprachen | las lenguas extranjeras |

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Gift Giving

| | |
|---|---|
| Objective: | to think of the personality and likes of others |
| Linguistic focus: | indirect objects, (conditional tense) |
| Suggested level: | one |
| Skill focus: | listening, speaking |
| Working structure: | large groups |
| Procedure: | Each student's name is printed on a slip of paper and placed in a container. A student will draw out a slip and call out the name. Then in the target language he will say "For his birthday I (would) give him/her _____." Then he passes the container to the next person in the circle. This person chooses another slip and "gives a gift." Procedure continues until everyone has had a turn.<br><br>Each person will then recall what was given to him (and may ask why). A variation for advanced classes would be to say "I'm glad" or "I'm sorry" that this person would give me that, for practice with the subjunctive. |
| Components: | slips of paper with students' names on them; hat or box |
| Cultural application: | A related discussion could be held concerning birthday customs in the foreign countries. |

Kay Nickel
Marie Trayer
Deb Weihing

## Learning Strategy - Headline Writing

**Objective:** to create pleasing situations and events

**Linguistic focus:** vocabulary expansion

**Suggested level:** two

**Skill focus:** speaking, listening, reading, writing

**Working structure:** groups of four

**Procedure:**

1. Given the following conditions students will write news headlines: "You are now in the mountains, far away from civilization. There are no TV's, radios, newspapers. Now is your chance to make up your own news headlines. Write five headlines that you would enjoy hearing."
2. A student then reads the headlines he/she has written to the group, adding anything he/she wishes to say about them.
3. The most interesting headlines could be called to the attention of the entire class after the small group discussion.

**Components:** none (newspapers in the foreign language and/or English)

**Cultural application:** This strategy could be used with the study of the newspaper.

Students may determine what someone from another country might choose as a headline; write a story to go with one headline, look for what other countries emphasize in newspapers.

Silke Printz

## Learning Strategy - Houses and Rooms

**Objective:** to identify and share one's perception of the home environment

**Linguistic focus:** rooms of house, adjectives, superlatives

**Suggested level:** two

**Skill focus:** writing, speaking, reflective listening

**Working structure:** small group (circle)

**Procedure:** Each student will draw a bird's eye view of his home, indicating where all the rooms are located and labeling them in the foreign language. The students then write answers to the following questions given orally:

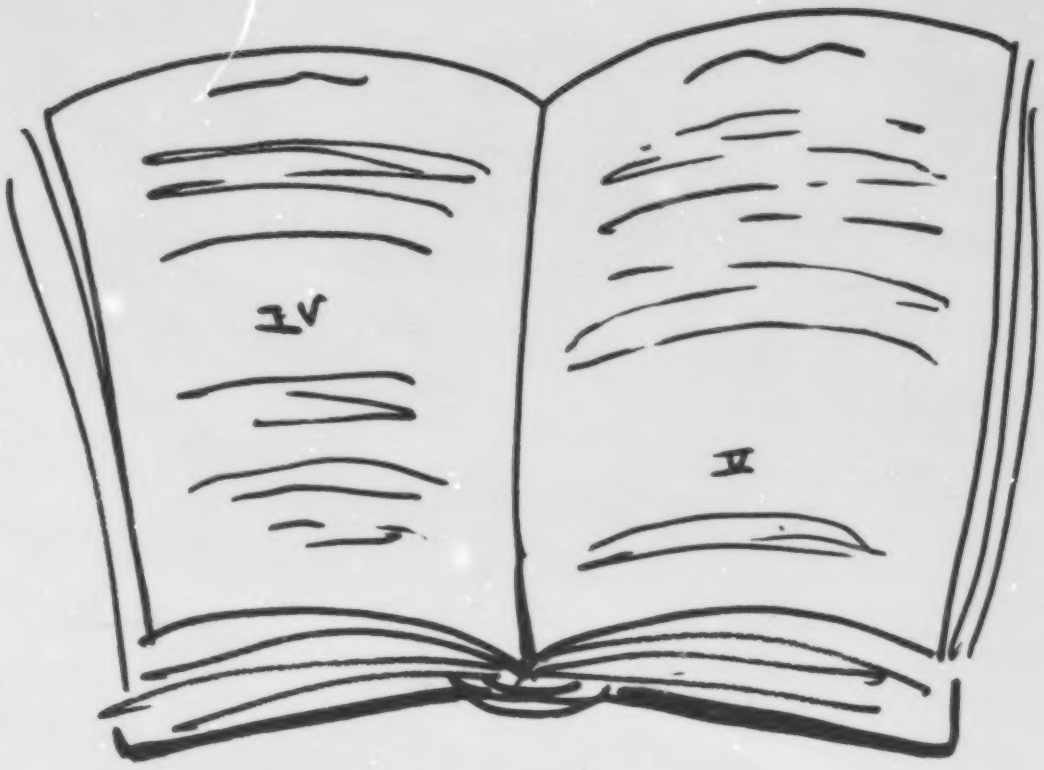
1. In which room do you spend most of your time? (except sleeping)
2. In which room do you spend the least amount of your time?
3. Which is the brightest or most colorful room in your home?
4. Which is the darkest or drabbest room in your home?
5. Which is the largest room?
6. Which is the smallest room?
7. If you had $1,000 with which to remodel one room in the house, which one would you remodel?

    a. How?
    b. Why?

The students pair off and discuss the above questions. When they return to the circle each gives a short description of his partner's house and elaborates on the answer to question number seven.

**Components:** drawing paper (graph paper)

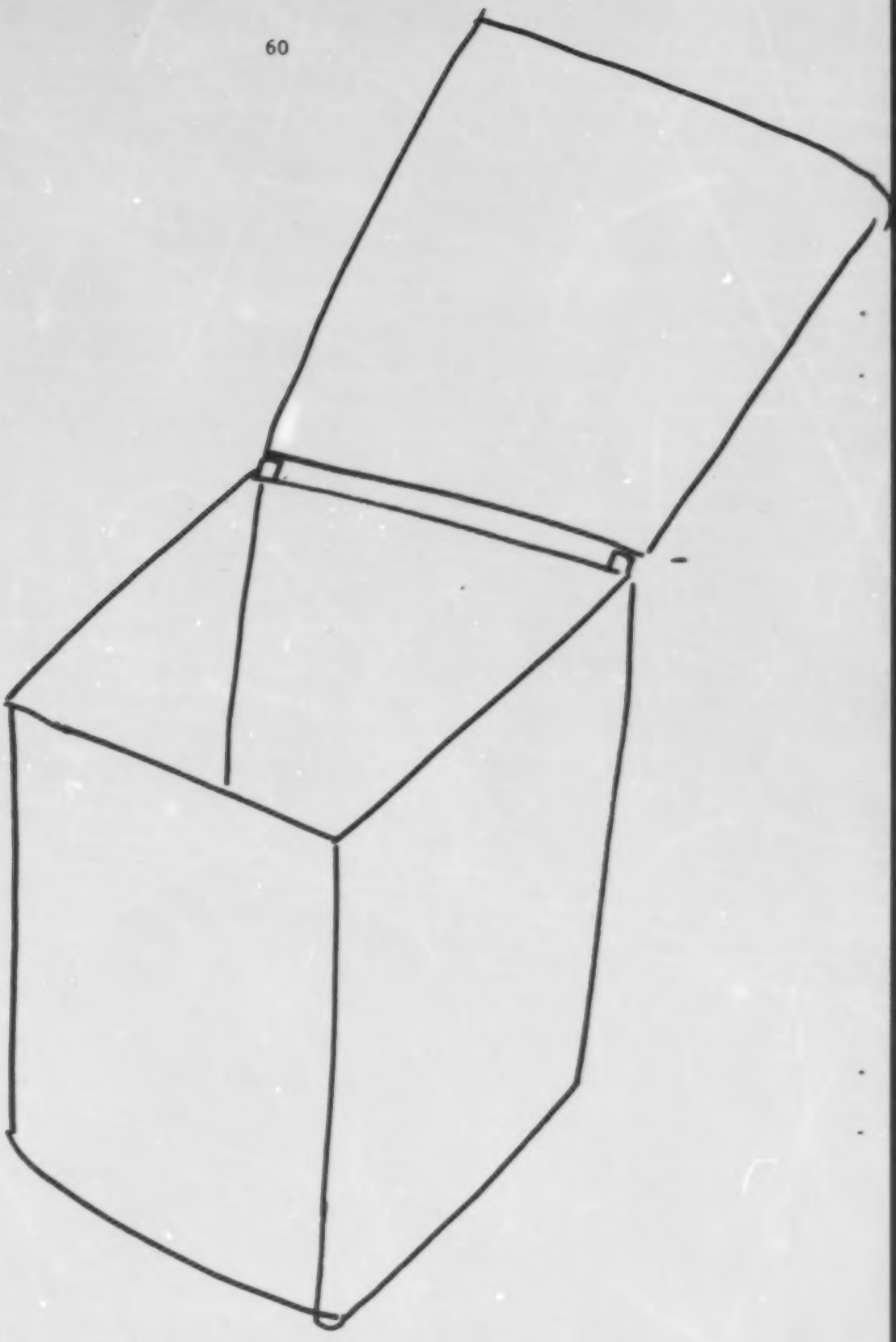
**Cultural applications:** Discuss what a typical house might look like in the country of target language. In which ways different or the same? A very lively discussion of all aspects of foreign homes (air-conditioning? plumbing? apartments versus private homes, etc.) will probably ensue.


IV
II

Carolina Sherman
Kay Nickel
Susan Byrd
Marie Trayer

## Learning Strategy - Identification

| | |
|---|---|
| Objective: | to identify attributes liked and disliked about objects; to stimulate flexible thinking |
| Linguistic focus: | nouns, verb form "I would like. . ." |
| Suggested level: | one |
| Skill focus: | speaking, listening, writing |
| Working structure: | small group, circle |
| Procedure: | Each student will write three nouns on a seperate piece of paper. Place all the pieces of paper in a hat or box. Pass the box around the circle. The leader models the exercise by picking a noun out of the box and saying, "I would like to be like a (any noun, e.g., a book) because a book is (full of information), or, I would not like to be like a book because a book is (too wordy)." The students then choose a slip and tell why they would like or not like to be similar to the noun written on it. |
| Components: | paper, a hat or box |
| Cultural application: | Have the students use nouns with cultural connotations, e.g., piñata, market, Lederhosen. |



Jim Cramer

## Learning Strategy - In Box-Out Box

**Objective:** to identify and share positive attributes the student feels he needs to acquire and negative attributes he feels he wants to discard

**Linguistic focus:** adjectives, use of "would like to . . ."

**Suggested level:** one

**Skill focus:** speaking, listening, writing

**Working structure:** small group, circle

**Procedure:**

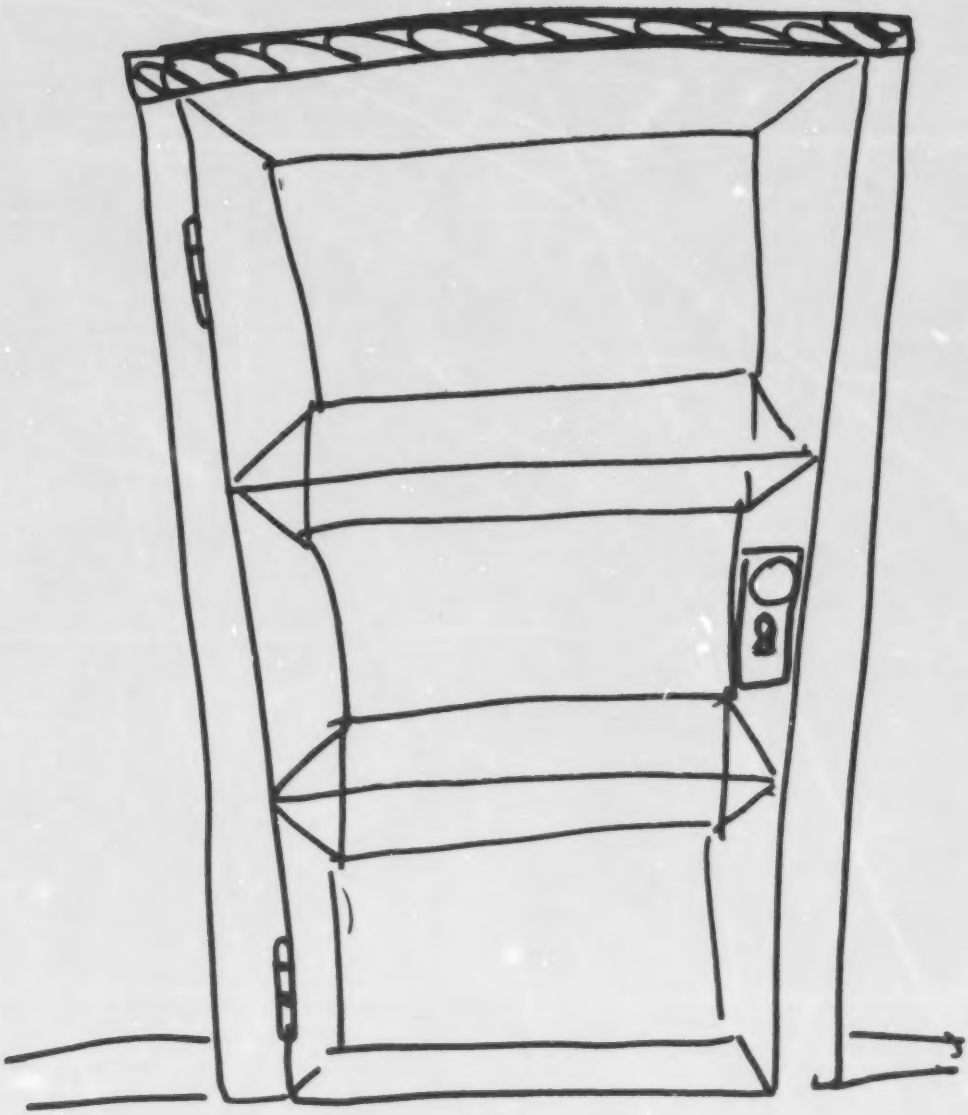
1. Given a list of positive and negative attributes (see "Adjectives to describe family members") each student will pick at least two positive attributes he does not possess but feels he should and two negative attributes he possesses but feels he should discard.

2. Students will write each attribute on a slip of paper. The positive attributes are placed in an "in box" as the student says: "I would like to be _____." The negative attributes are placed in an "out box" as the student says: "I would like to be less _____."

3. Using reflective listening techniques each student will tell another student what new attribute he has taken on by saying: "You would like to be _____."

**Components:** In box and out box

**Cultural application:** none



Marie Trayer
Kay Nickel
Susan Byrd

## Learning Strategy - Indoor-Outdoor

| | |
|---|---|
| Objective: | to increase self-knowledge |
| Linguistic focus: | vocabulary (sports, indoor and outdoor activities), verb "to like" |
| Suggested level: | one |
| Skill focus: | speaking, listening |
| Working structure: | large group |
| Procedure: | Aloud, the teacher will give each student a choice of three things to do. On a sheet of paper each student will mark whether he would rather do the first, second or third thing--he must pick one answer. After all questions have been read, the student can see by tallying his numbers whether he would rather participate in: 1's - indoor activities; 2's - outdoor activities; or 3's - sports. Discussion should follow; their reactions to the various activities. |
| Components: | list of multiple choice questions for teacher use |
| Cultural application: | none |

Indoor-Outdoor

| | | |
|---|---|---|
| Which do you like most? | 1. | playing the guitar |
| | 2. | fishing |
| | 3. | golf |
| Which do you like most? | 1. | watching TV |
| | 2. | bike-riding |
| | 3. | tennis |
| Which do you like most? | 1. | reading a magazine |
| | 2. | hiking |
| | 3. | football |
| Which do you like most? | 1. | eating a snack |
| | 2. | horseback-riding |
| | 3. | basketball |
| Which do you like most? | 1. | playing a game |
| | 2. | swimming |
| | 3. | volleyball |
| Which do you like most? | 1. | working a puzzle |
| | 2. | boating |
| | 3. | ping pong |
| Which do you like most? | 1. | playing cards |
| | 2. | picnicking |
| | 3. | baseball |
| Which do you like most? | 1. | playing records |
| | 2. | motorcycling |
| | 3. | gymnastics |
| Which do you like most? | 1. | going to a movie |
| | 2. | camping |
| | 3. | skiing |
| Which do you like most? | 1. | listening to the radio |
| | 2. | mountain climbing |
| | 3. | gymnastics |
| Which do you like most? | 1. | roller skating |
| | 2. | sledding |
| | 3. | soccer |
| Which do you like most? | 1. | sleeping |
| | 2. | ice skating |
| | 3. | track (running, jumping, etc.) |

## Sedentaire-Sportif

| | |
|---|---|
| Qu'est-ce que vous aimez faire le plus? | 1. jouer de la guitare<br>2. pêcher<br>3. jouer au golf |
| Qu'est-ce que vous aimez faire le plus? | 1. regarder la télé<br>2. faire de la bicyclette<br>3. jouer au tennis |
| Qu'est-ce que vous aimez faire le plus? | 1. lire une revue<br>2. faire une excursion à pied<br>3. jouer au football |
| Qu'est-ce que vous aimez faire le plus? | 1. manger<br>2. monter à cheval<br>3. jouer au basketball |
| Qu'est-ce que vous aimez faire le plus? | 1. jouer à un jeu de société<br>2. jouer aux cartes<br>3. jouer au volleyball |
| Qu'est-ce que vous aimez faire le plus? | 1. assembler un puzzle<br>2. faire du canotage<br>3. jouer au pingpong |
| Qu'est-ce que vous aimez faire le plus? | 1. jouer aux cartes<br>2. faire une pique nique<br>3. jouer au baseball |
| Qu'est-ce que vous aimez faire le plus? | 1. écouter des disques<br>2. faire de la moto<br>3. faire de la gymnastique |
| Qu'est-ce que vous aimez faire le plus? | 1. aller au cinéma<br>2. faire du camping<br>3. faire due skie |
| Qu'est-ce que vous aimez faire le plus? | 1. écouter la radio<br>2. faire de l'alpinisme<br>3. faire de la gymnastique |
| Qu'est-ce que vous aimez faire le plus? | 1. faire du patinage à roulette<br>2. faire du toboggan<br>3. jouer au football |
| Qu'est-ce que vous aimez faire le plus? | 1. dormir<br>2. faire du patinage sur glace<br>3. faire du cross-country/ faire de la course à pied |

## Drinnen-Draussen

| | |
|---|---|
| Was tust du am liebsten? | 1. Gitarre spielen<br>2. Fischen<br>3. Golf |
| Was tust du am liebsten? | 1. Fernsehen<br>2. Rad fahren<br>3. Tennis |
| Was tust du am liebsten? | 1. eine Zeitschrift lesen<br>2. Wandern<br>3. Fussball |
| Was tust du am liebsten? | 1. etwas essen<br>2. Pferde reiten<br>3. Korbball |
| Was tust du am liebsten? | 1. ein Spiel spielen<br>2. Schwimmen<br>3. Flugball |
| Was tust du am liebsten? | 1. ein Kreuzworträtzel lösen<br>2. Segeln<br>3. Ping-pong |
| Was tust du am liebsten? | 1. Karten spielen<br>2. Schlagball spielen<br>3. Picnicing |
| Was tust du am liebsten? | 1. Platten spielen<br>2. Motorad fahren<br>3. Turnen |
| Was tust du am liebsten? | 1. zum Kino gehen<br>2. Kamping; Zelten<br>3. Skifahren, Schifahren |
| Was tust du am liebsten? | 1. Radio anhören<br>2. Bergsteigen<br>3. Turnen |
| Was tust du am liebsten? | 1. Rollschuh laufen<br>2. Schlitten fahren<br>3. Fussball |
| Was tust du am liebsten? | 1. Schlafen<br>2. Schlittschuh laufen<br>3. Rennen |

Adentro-Afuera

¿Qué le gusta más?
1. tocar la guitarra
2. pescar
3. jugar al golf

¿Qué le gusta más?
1. ver la televisión
2. montar en bicicleta
3. jugar al tennis

¿Qué le gusta más?
1. leer una revista
2. las caminatas
3. jugar al fútbol

¿Qué le gusta más?
1. merendar
2. montar a caballo
3. jugar al básketbol

¿Qué le gusta más?
1. jugar (a) un juego
2. nadar
3. jugar al volleybol

¿Qué le gusta más?
1. hacer un rompecabezas
2. carreras de lanchas
3. jugar al ping pong

¿Qué le gusta más?
1. jugar a las cartas
2. ir de paseo campestre
3. béisbol

¿Qué le gusta más?
1. tocar discos
2. montar en motocicleta
3. la gimnacia

¿Qué le gusta más?
1. ir al cine
2. acampar
3. esquiar

¿Qué le gusta más?
1. escuchar el radio
2. el alpinismo
3. la gimnacia

¿Qué le gusta más?
1. patinar
2. pasear en trineo
3. soquer

¿Qué le gusta más?
1. dormir
2. patinar en el hielo
3. carreras, campo y pista

Jim Cramer

## Learning Strategy - Interview

| | |
|---|---|
| Objective: | to further interpersonal understanding |
| Linguistic focus: | review and practice of verb "to be", regular verbs, singular personal pronouns |
| Suggested level: | one |
| Skill focus: | listening, speaking |
| Working structure: | pairs and circle |
| Procedure: | 1. In pairs and using the interview sheet given, each student will ask the other person the questions listed and repeat his/her partner's answers.<br>2. In the circle students will volunteer to share at least one statement made by his/her partner. |
| Components: | interview sheet |
| Cultural application: | Most applicable cultural information has probably been introduced before this activity. During the discussion, however, the teacher should be prepared to answer questions about the culture. |

## Interview

1. What is your name?
2. Are you a boy or girl?
3. Am I your friend?
4. Are you smart or dumb?
5. Are you nice or unfriendly?
6. Do you like to play on the beach?
7. Do you like to lie in the sun?
8. What do you like to do?
   a. play ball
   b. swim
   c. listen to music
9. With whom do you like to walk along the beach?
10. What do you like to drink?
    a. pop
    b. beer
    c. coffee
11. What do you like to do on the beach?
    a. fish
    b. run
    c. lie in the sun
12. Do you like to sit for an hour in a café?

## Interview

1. Comment vous appelez-vous?
2. Aimez-vous les sports?
3. Est-ce que je suis votre ami?
4. Etes-vous intelligent ou bête?
5. Etes vous sympathique ou antipathique?
6. Est-ce que vous aimez jouer sur la plage?
7. Est-ce que vous aimez prendre des bains de soleil?
8. Qu'est-ce que vous préférez?
   a. jouer à la balle
   b. nager
   c. écouter de la musique
9. Avec qui aimeriez-vous vous promener sur la plage?
10. Qu'est-ce que vous aimez boire?
    a. des jus de fruit
    b. de la bière
    c. du café
11. Qu'est-ce que vous aimez faire à la plage?
    a. pêcher
    b. courir
    c. prendre un bain de soleil
12. Est-ce que vous aimez passer une heure au café?

## Das Interview

1. Wie heisst du?
2. Bist du ein Junge oder ein Mädchen?
3. Bin ich dein(e) Freund(in)?
4. Bist du intelligent oder dumm?
5. Bist du nett oder unfreundlich?
6. Spielst du gern am Strand?
7. Liegst du gern in der Sonne?
8. Was machst du gern?
   a. Ball spielen
   b. Schwimmen
   c. Musik hören
9. Mit wem gehst du gern am Strand entlang?
10. Was trinkst du gern?
    a. Limonade
    b. Bier
    c. Kaffee
11. Was machst du gern am Strand?
    a. Fischen
    b. Rennen
    c. in der Sonne liegen
12. Sitzt du gern eine Stunde im Café?

## La Entrevista

1. ¿Cómo se llama a Ud.?
2. ¿Es Ud. deportista?
3. ¿Soy su amigo(a)?
4. ¿Es Ud. alegre o serio?
5. ¿Es Ud. simpático o antipático?
6. ¿Le gusta jugar en la playa?
7. ¿Le gusta tomar un baño de sol?
8. ¿Qué le gusta más hacer?
   a. jugar a la pelota
   b. nadar
   c. escuchar música
9. ¿Con quién le gustaría caminar por la playa?
10. ¿Qué prefiere tomar?
    a. refrescos
    b. cerveza
    c. café
11. ¿Qué le gusta hacer en la playa?
    a. pescar
    b. correr
    c. tomar un baño de sol
12. ¿Le gusta sentarse por una hora en un café?

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Item Discard

**Objective:** to discover our attachements to material "things"

**Linguistic focus:** vocabulary building

**Suggested level:** one

**Skill focus:** listening, speaking, reading, writing

**Working strucutre:** "magic" circle

**Procedure:** Students write down on seperate slips of paper the names of items they wish to discard (a book, shoes, last year's sunglasses) and place the slips of paper in a container.

Alternatives may include any of the following procedures:

1. Draw out a slip of paper and guess whose possessions are identified.
2. See if anyone would like to have any of the discarded items and explain why.
3. Say that the student has to take back three items and rediscover some value in them - discuss.

**Components:** pencils, small pieces of paper, container

**Cultural application:** Discuss what a Spanish, French, or German person might want to get rid of, or for which you would trade your discarded item.

Jim Cramer

## Learning Strategy - Magic Glasses

**Objective:** to perceive positive attributes in others

**Linguistic focus:**
1. adjectives, verb "to be"
2. adjectives, subordinate clauses

**Suggested level:** one

**Skill focus:** listening, speaking

**Working structure:** small groups, five - ten

**Procedure:**
1. One student in the group will be given "magic glasses" that allow him/her to see only positive attributes of anyone he/she sees.
2. The student will describe what he/she sees by saying, e.g., "John is (positive attribute)" or, at a more advanced level: "I see, that John is _____." He should mention at least two positive attributes of each individual in the group.
3. The other students will then demonstrate reflective listening by saying, e.g., "Billy said, John is _____." Or at a more advanced level: "Billy said, that John is _____."

**Components:** magic glasses (The teacher may make a pair, similar to 3-D glasses or use old frames, sunglasses, etc.)

**Cultural application:** none

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Magnifying Glass
(variation of magic glasses)

**Objective:** to make students aware of the positive characteristics of others

**Linguistic focus:** adjectives and nouns, verb "to be"

**Suggested level:** one

**Skill focus:** speaking, listening

**Working structure:** large group

**Procedure:** Start some music and begin passing a magnifying glass around the circle. Tell the students that when the music stops the person who has the magnifying glass will have to hold it up and it will magnify the positive characteristics of the person directly oposite him. He must then describe what he sees to the group. The music is started again and when the music stops, the same procedure will be followed. If the teacher desires, after everyone has been described, the magnifying glass can be changed to a mirror and when the music stops, the student with the mirror will look into it and describe what he has already heard about himself.

A possible variation is to have the students describe how the person across from them is feeling that day.

**Components:** hand magnifying glass, hand mirror, records or tapes

**Cultural application:** Music from the target country(ies) could be used.

Sample Questions: What do (you, your parents) see that is (important, beautiful, exciting, challenging, frustrating, puzzling) in your life?

Sample Responses: I see (a new car, my girlfriend, boyfriend, a basketball game).

Sidney Hahn

## Learning Strategy - Name Cards

**Objective:** to get acquainted

**Linguistic focus:** adjectives, simple sentences

**Suggested level:** one

**Skill focus:** writing, speaking, reading

**Working structure:** individual

**Procedure:**

1. Given a large card, students will follow directions given by the leader to make name tags which reflect their personalities.
2. Students will put on the cards and circulate, reading and discussing the information on the name tags.

Alternative procedure:

(non-verbal)

1. Students may circulate, reading the names and information on the cards without talking.
2. Students return to the circle and each tells something (or as much as he can remember) about someone else.

**Components:** large cards, preferably colored, yarn, felt tip pens, list of instructions

**Cultural application:** none

Name Cards

Directions:

1. In the center of your card, print the name you wish to be called.
2. Around your name, like spokes, write five adjectives which describe you.
3. In the upper right hand corner draw a symbol to represent something you like to do with others.
4. In the lower right hand corner draw a symbol to represent something you like to do alone.
5. In the lower left hand corner draw a symbol to represent something you do not like to do.
6. In the upper left hand corner draw a symbol to represent the place you would most like to be right now.

Susan Byrd
Kay Nickel
Marie Trayer
Carolina Sherman

## Learning Strategy - Nationality Choice

**Objective:** to identify characteristics of other nationalities

**Linguistic focus:** nationalities, adjectives, conditional tense

**Suggested level:** one

**Skill focus:** speaking, listening

**Working structure:** small group (circle)

**Procedure:** Given a verbal cue, students will choose another nationality.

The leader begins by saying, "If I were not an American, I would like to be (another nationality, e.g., a Spaniard). The (Spaniards) are (adjectives, e.g., brave and romantic.) The leader then asks a student, "If you were not an American, what nationality would you like to be?" or simply indicates nonverbally that she/he would like a student to follow the model, asking "What are the _____ like?" after a preference is expressed their preferences and characterizations of other nationalities, ask if the students can remember what someone else has said.

**Components:** none

**Cultural applications:** Students are asked to identify and verbalize their perceptions of other cultures or nationalities, in terms of characteristics which appeal to them. The activity may help build positive associations and feelings about foreign people.

Larry Marvin
Tracy Kramer

## Learning Strategy - Observing Interests

**Objective:** to reach conclusions through the observation of common interests

**Linguistic focus:** extending vocabulary with simple sentences

**Suggested level:** one

**Skill focus:** speaking, writing, reading

**Working structure:** large group

**Procedure:**

1. Have each student interview two other people in the class (or school) who are friends. (The interview may be in English if the students interviewed are not in the class).
2. Have each student make a list of the common interests which the two friends share. (e.g., reading, sports, clubs, religion, cars, etc.)
3. Report findings to the whole group in the target language.

**Components:** dictionaries and previous word lists; teacher as resource person

**Cultural application:** Students may compare categories with interests of people in target language countries.

**Alternate techniques:**

1. Do Austrian students have interests that you do not share?
2. What might two friends in Austria have in common?

Bernard Marquis
George Schmelzer
Deb Weihing

## Learning Strategy - Opposite Positions

| | |
|---|---|
| Objective: | to increase self-awareness<br>interaction with and awareness of others |
| Linguistic focus: | past tense verbs, questions |
| Suggested level: | depends on vocabulary used |
| Working strucutre: | large group |
| Procedure: | As cards with contrasting nouns are posted on opposite sides of the room, students will decide which they resemble most, then move to that side of the room. Each will pair up with another person on the same side of the room and state the reasons for their choice.<br><br>After a series of several contrasting nouns, return to the circle and discuss:<br><br>1. Did you learn anything about yourself?<br>2. Did you learn anything about others?<br>3. Did you find it difficult to make a choice?<br>4. Can you think of other pairs? |
| Components: | cards with contrasting pairs |

## Opposites

| | | |
|---|---|---|
| 1. | fiddle | bow |
| 2. | skyscraper | barn |
| 3. | tortoise | hare |
| 4. | kool-aid | champagne |
| 5. | babbling brook | placid lake |
| 6. | summer | winter |
| 7. | reed | oak |
| 8. | flute | trumpet |
| 9. | passenger train | freight train |
| 10. | night | day |
| 11. | mountain | valley |
| 12. | lightning | thunder |
| 13. | sports car | limousine |
| 14. | pen | paper |
| 15. | hammer | nail |
| 16. | sun | moon |
| 17. | dandelion | orchid |

## Opposites

| | | |
|---|---|---|
| 1. | le violon | l'archet |
| 2. | le gratte-ciel | la grange |
| 3. | la tortue | le lièvre |
| 4. | la limonade | le champagne |
| 5. | les eaux courantes | les eaux dormantes |
| 6. | l'été | l'hiver |
| 7. | le roseau | le chêne |
| 8. | la flûte | la trompette |
| 9. | le train de voyageurs | le train de marchandises |
| 10. | la nuit | la jour |
| 11. | la montagne | la vallée |
| 12. | l'éclair | le tonnerre |
| 13. | la voiture de sport | la limousine |
| 14. | le style | le papier |
| 15. | le marteau | le clou |
| 16. | le soleil | la lune |
| 17. | le pissenlit | l'orchidée |

## Gegenteile

| | | |
|---|---|---|
| 1. | Die Geige | der Bogen |
| 2. | der Wolkenkratzer | die Scheune |
| 3. | die Schildkröte | der Hase |
| 4. | die Brause | der Sekt |
| 5. | sprudelnder Bach | stiller See |
| 6. | der Sommer | der Winter |
| 7. | die Weide | die Eiche |
| 8. | die Flöte | die Trompete |
| 9. | der Personenzug | der Güterzug |
| 10. | die Nacht | der Tag |
| 11. | der Berg | der Tal |
| 12. | der Blitz | der Donner |
| 13. | der Sportwagen | die Limousine |
| 14. | der Kuli | das Papier |
| 15. | der Hammer | der Nagel |
| 16. | die Sonne | der Mond |
| 17. | das Löwenmaul<br>der Löwenzahn | die Orchidee |

## Opuestos

| | | |
|---|---|---|
| 1. | el violín | el trombón |
| 2. | el rascacielo | la choza (hut) |
| 3. | la tortuga | el conejo |
| 4. | el agua fresca | la champaña |
| 5. | la corriente tumultuosa | el lago tranquilo |
| 6. | el vereno | el invierno |
| 7. | el carrizo | el árbol de la ancina |
| 8. | la flauta | la trompeta |
| 9. | el tren de pasajeros | el tren de carga |
| 10. | la noche | el día |
| 11. | la montaña | el valle |
| 12. | el relámpago | el trueno |
| 13. | el coche deportivo | la limosina |
| 14. | la pluma | el papel |
| 15. | el martillo | el clavo |
| 16. | el sol | la luna |
| 17. | el dandelión | la orquídea |

Bernard Marquis
George Schmelzer
Deb Weihing

## Learning Strategy - Personal Clock

**Objective:** to become aware of personal use of time, to become aware of personal responses concerning the use of time

**Linguistic focus:** names of activities, infinitives, numbers/time

**Level:** one

**Skill focus:** writing, speaking, listening

**Working structure:** individual, then large group

**Procedure:** Each student receives a sheet of paper with a large blank circle representing a 24-hour clock. Working individually, the student divides the "clock" into segments which illustrate how he spends a typical day. Then in large group discuss such questions as:

1. Which activity, other than sleeping, occupies the most time?
2. Which activity occupies the least time?
3. Which activity do you like most? Least?
4. Is there something you would like to change?

After the group discussion, each student should be given a blank "clock" so he can design his ideal day.

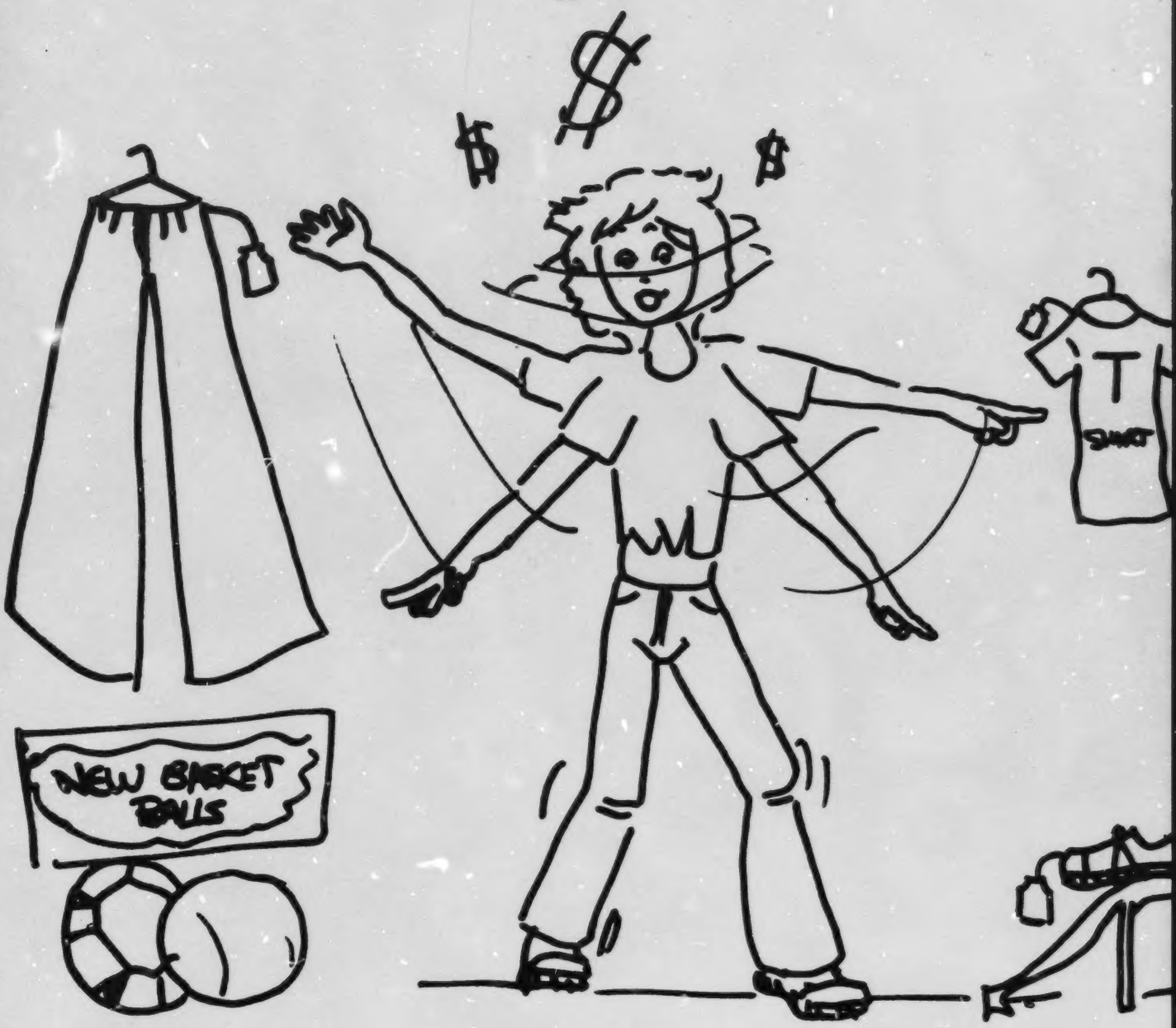
**Components:** handout sheet with blank circle

**Cultural application:** possible expansion of exercise to discuss how a typical day would be spent in another country. Questions: In what ways might a day for a (country) teenager differ from yours? Why? Which areas would be similar?

Susan Byrd
Marie Trayer
Kay Nickel

## Learning Strategy - Personal Identification

| | |
|---|---|
| **Objective:** | to verbalize metaphorically one's own characteristics |
| **Linguistic focus:** | verb "to be", adjectives |
| **Suggested level:** | one |
| **Skill focus:** | speaking, listening |
| **Working structure:** | large group |
| **Procedure:** | Choose a catagory with a vocabulary familiar to students (e.g., food, clothes, cars, animals, etc.). Ask each student which item in that category is self descriptive. Or ask each student which item in that category he/she would like or not like to be. After everyone has had a chance to respond, ask other students to repeat what they have heard ("What did John say?"), ("What is Mary like?"). |
| **Components:** | none |
| **Cultural application:** | none |


NEW BASKET BALLS
T

Kay Nickel
Susan Byrd
Marie Trayer

## Learning Strategy - Personal Preference Questions

| | |
|---|---|
| Objective: | to identify preferences |
| Linguistic focus: | basic vocabulary; the conditional |
| Suggested level: | two |
| Skill focus: | reading, speaking, listening |
| Working structure: | individual and small group (circle) |
| Procedure: | Given a multiple choice values questionnaire, the student will select one of several alternatives.<br><br>Students may then compare their choices as a conversational activity. |
| Components: | attached questionnaire, enough for each student |
| Cultural application: | It can easily lead to a discussion of how someone from another culture would answer the questions. The possible answers can be changed to reflect preferences from other cultures. |

## Personal Preferences

1. If you had $10 what would you buy?

   a. stereo album
   b. a good book
   c. clothing
   d. food
   e. other

2. What would you prefer in a taco?

   a. goat
   b. chicken
   c. hamburger
   d. squash flowers
   e. other

3. Where would you go on vacation?

   a. Acapulco
   b. New York City
   c. Miami
   d. Aspen
   e. other

4. When do you prefer to arrive at a party?

   a. a little early
   b. a little late
   c. on time
   d. very late
   e. other

5. What kind of transportation do you use most?

   a. bicycle
   b. your own car
   c. your parent's car
   d. bus
   e. other

6. What sport would you go to watch?

   a. soccer
   b. jai-lai
   c. football
   d. bull fighting
   e. other

7. What would you order at an ice cream parlor?

   a. popcicle
   b. dish of ice cream
   c. coca cola
   d. ice tea
   e. other

8. Which would you prefer for a Saturday night activity?

   a. a walk in a park
   b. a dance
   c. a movie
   d. talk at a café
   e. other

9. What do you do at the end of a family meal?

   a. leave the table as soon as you finish eating
   b. say "excuse me" and leave
   c. ask your father for permission to leave
   d. ask your mother for permission to leave
   e. other

10. What's your favorite holiday?

   a. Christmas
   b. independence day
   c. Thanksgiving
   d. pre-Lent celebration
   e. other

Personnelles

1. Si vous aviez lo dollars, qu'est-ce que vous achèteriez?

   a. un album de disques
   b. un bon livre
   c. des vêtements
   d. de la nourriture
   e. quelque chose d'autre

2. Qu'est-ce que vous préfèreriez dans un "taco"?

   a. de la viande de chèvre
   b. du poulet
   c. de la viande hachée
   d. des fleurs écrasées
   e. quelque chose d'autre

3. Où iriez-vous en vacances?

   a. Acapulco
   b. New York City
   c. Miami
   d. Aspen
   e. une autre ville

4. Quand préfériez-vous arriver à une surprise-party?

   a. un peu tôt
   b. un peu tard
   c. à l'heure
   d. très tard
   e. à une autre heure

5. De quel moyen de transport vous servez vous le plus?

   a. la bicyclette
   b. votre propre voiture
   c. la voiture de vos parents
   d. l'autobus
   e. un autre moyen

6. Quel sport iriez-vous voir le plus volontier?

   a. le football
   b. la pelote basque
   c. le football américain
   d. la corrida
   e. un autre sport

7. Qu'est-ce que vous auriez commandé chez un marchand de glaces?

   a. un cornet
   b. une coupe
   c. un coca-cola
   d. un thé glacé
   e. autre chose

8. Qu'est-ce que vous préfèreriez faire le samedi soir?

   a. une promenade dans un parc
   b. aller danser
   c. aller au cinéma
   d. discuter dans un café
   e. un autre chose

9. Qu'est-ce que vous faites à la fin du repas familial.

   a. quitter la table aussitôt que vous avez fini de manger
   b. dire "excusez-moi" et quitter la table
   c. demander à votre père la permission de quitter la table
   d. demander à votre mère la permission de quitter la table
   e. autre chose

10. Quelle est votre jour de fête preferé?

   a. Noël
   b. La fête nationale
   c. Le jour de grâce
   d. le carnaval
   e. une autre fête

## Persönliche Wahl

1. Was würden Sie kaufen, wenn Sie $10 hätten?

   a. ein Plattenalbum
   b. ein gutes Buch
   c. etwas zum Anziehen
   d. etwas zum Essen
   e. etwas Anderes

2. Was hätten Sie lieber in einem Taco?

   a. Ziegenfleisch
   b. Hühnerfleisch
   c. Gehacktes
   d. Kürbisblüten
   e. etwas Anderes

3. Wohin würden Sie in Ferien fahren?

   a. Acapulco
   b. New York
   c. Miami
   d. Aspen
   e. woanders

4. Wie kommen Sie am liebsten zu einer Gesellschaft?

   a. etwas zu früh
   b. etwas zu spät
   c. genau zur Zeit
   d. sehr verspätet
   e. anders

5. Welches Beforderungsmittel gebrauchen Sie am meisten?

   a. Fahrrad
   b. Ihr eigenes Auto
   c. das Auto Ihrer Eltern
   d. Bus
   e. andere

6. Zu welcher Sportveranstaltung würden Sie gehen?

   a. FuBball
   b. Korbball
   c. amerikanischer FuBball
   d. Stierkampf
   e. andere

7. Was würden Sie im Eiscafé bestellen?

   a. Eistüte
   b. Eisbecher
   c. Coca-cola
   d. Eistee
   e. etwas anderes

8. Was würden Sie am Samstag Abend am liebsten tun?

   a. im Park spaziergehen
   b. Tanzen gehen
   c. Ins Kino gehen
   d. Im Cafe sitzen und sich unterhalten
   e. etwas Anderes

9. Was machen Sie am Ende einer Mahlzeit bei sich zu Hause?

   a. Vom Tisch weggehen, sobald Sie mit dem Essen fertig sind.
   b. „Entschuldigt mich bitte" sagen und weggehen.
   c. Ihren Vater um Erlaubnis zum Aufstehen bitten.
   d. Ihre Mutter um Erlaubnis zum Aufstehen bitten.
   e. etwas Anderes.

10. Welches ist Ihr liebster Feiertag?

   a. Weihnachten
   b. Unabhängigkeitstag
   c. Erntedankfest (This is used in Germany); Danksagungsfest
   d. Karneval (Fasching)
   e. andere

## Preferencias Personales

1. ¿Si tuviera $10 que compraría?

   a. un disco
   b. un buen libro
   c. ropa
   d. alimentos
   e. otra cosa

2. ¿Qué prefiere en un taco?

   a. cabra
   b. pollo
   c. carne molida
   d. cerdo
   e. otra cosa

3. ¿A dónde iría de vacaciones?

   a. a Acapulco
   b. a Nueva York
   c. a Miami
   d. a Aspen
   e. a otro lugar

4. ¿Cuándo prefiere llegar a una fiesta?

   a. un poco temprano
   b. un poco tarde
   c. a tiempo
   d. muy tarde
   e. a otra hora

5. ¿Qué clase de medio de transporte usa más?

   a. la bicicleta
   b. su coche
   c. el coche de sus padres
   d. el autobús
   e. otro

6. ¿Qué deporte iría a ver?

   a. sóquer
   b. jai alai
   c. fútbol americano
   d. el béisbol
   e. otro

7. ¿Qué pediría en una heladería?

   a. una paleta
   b. una copa de helado
   c. coca cola
   d. té frío
   e. otra cosa

8. ¿Qué preferiría hacer los sábados por la noche?

   a. andar por el parque
   b. ir a un baile
   c. ir al cine
   d. charlar en un café
   e. otra cosa

9. ¿Qué hace Ud. después de una comida con su familia?

   a. salir de la mesa después de terminar
   b. decir "con su permiso" y salir
   c. pedir permiso a su padre
   d. pedir permiso a su mamá
   e. otra cosa

10. ¿Cuál es su día de fiesta favorito?

   a. la Navidad
   b. el día de la independencia
   c. el día de dar gracias
   d. los carnavales
   e. otro día de fiesta

Jim Cramer

## Learning Strategy - Pictured Emotions

**Objective:** to demonstrate that emotions can be displayed and recognized through non-verbal behavior

**Linguistic focus:** adjectives that describe emotions

**Suggested level:** one

**Skill focus:** speaking, listening

**Working structure:** small group, "magic circle"

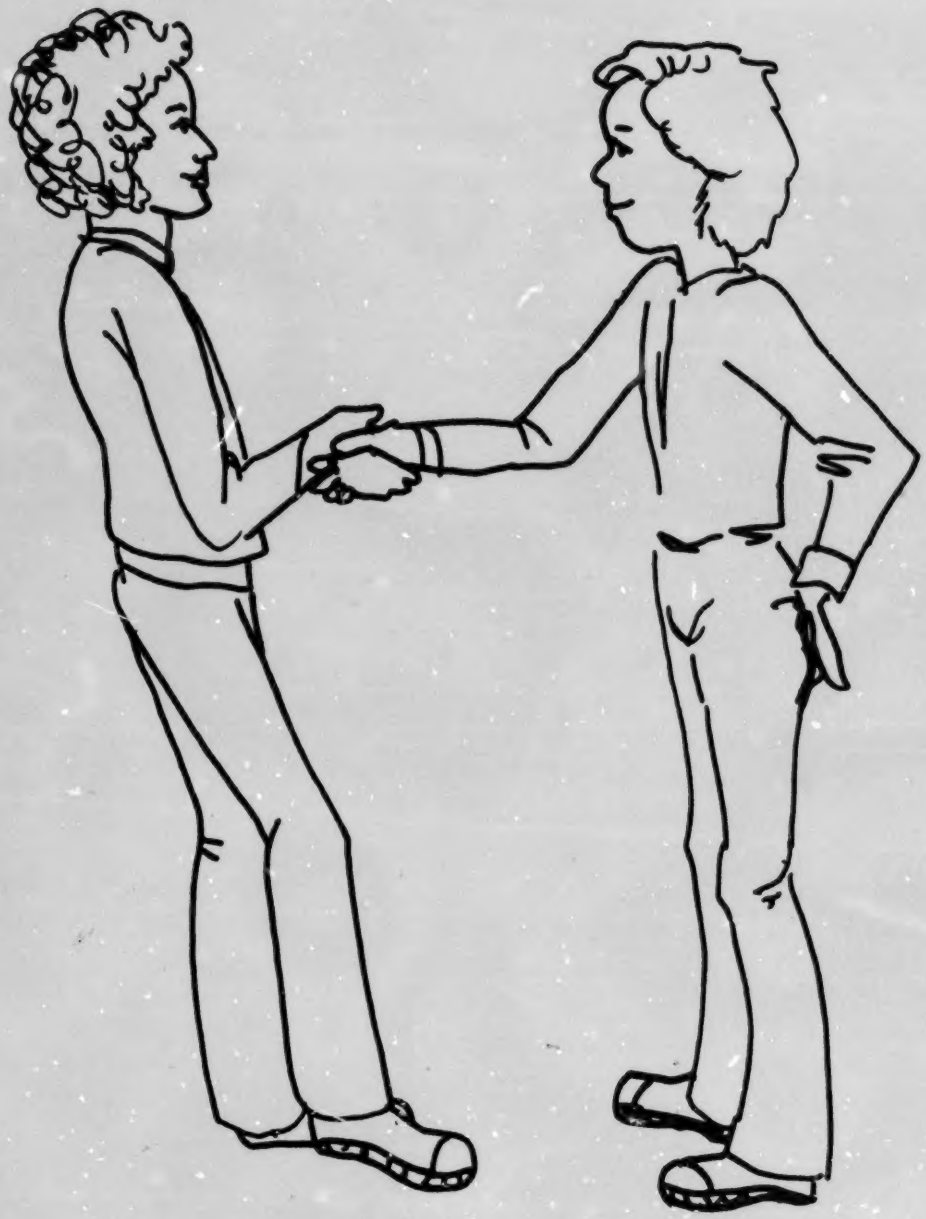
**Procedure:**

1. Students will bring a picture from a magazine or newspaper showing an emotion. (fear, hate, love, sad, happy, etc.)
2. In a "magic circle" the students will tell what emotion they have brought. ("This shows _____." "This man is _____.") The student should know the target language word for an emotion before the activity begins.
3. Using reflective listening techniques the student will tell what emotion another student has brought.
4. (optional)
   a. The students will say what emotion they felt while explaining their pictures.
   b. Reflective listening - The students will tell what emotion someone else felt.
5. (optional)

   The student will act out an emotion that someone else has brought. The other students will try to guess the emotion chosen.

**Components:** pictures brought by students or chosen from those supplied by the teacher

**Cultural application:** The teacher may explain differences in non-verbal behavior that accompany displays of emotion in the target culture.



Larry Marvin
Jim Cramer

## Learning Strategy - Reach Consensus

**Objective:** to share and demonstrate a willingness to compromise with others

**Linguistic focus:** vocabulary dealing with sports activities

**Suggested level:** one

**Skill focus:** writing, speaking, listening

**Working structure:** large group

**Procedure:**

1. Each student makes a list of the five sports in which he/she likes to participate.
2. Students bring five pictures of someone participating in their five favorite sports and make flash cards.
3. Two students share their lists with a classmate, and form a compromise list of five favorite sports which they share.
4. One person from each pair then negotiates his list with a representative of another pair. The two form a compromise - list of five favorite sports.
5. Continue consolidating the lists until a final list of five favorite sports for the class is developed.

**Components:** flash cards (make in class from pictures). List of sports (target languages).

**Cultural application:** The complete list may be compared with popular sports in target language countries.

Reach Consensus

| | | | | |
|---|---|---|---|---|
| 1. | archery | tir à l'arc | mit dem Pfeil und Bogen schiessen | tiro al blanco |
| 2. | auto racing | les courses automobiles | Autorennen | carreras de coches |
| 3. | badminton | le badminton | Federball | badminton |
| 4. | baseball | le baseball | Baseball | béisbol |
| 5. | basketball | le basket-ball | Korbball | basquetbol |
| 6. | biking | le clyclisme-faire de la bicyclette | Radfahren, Radeln | ciclismo |
| 7. | boating | faire du bateau | Bootfahren | carreras de lanchas |
| 8. | bowling | jouer au bowling | Kegeln, Bowling | bolear |
| 9. | boxing | la boxe | Boxen | boxeo |
| 10. | camping | faire du camping | Zelten, Campen, Camping | acampar |
| 11. | canoeing | le canotage-faire du canoe | Kanufahren | |
| 12. | fencing | faire de l'escrime | Fechten | esgrima |
| 13. | fishing | pêcher | Angeln, Fischen | pesca |
| 14. | football | le football américain | Football, FuBball, amerikanischer | futbol americano |
| 15. | gliding | faire du planeur | Segelfliegen | planear |
| 16. | golf | le golf | Golf spielen | golf |
| 17. | gymnastics | la gymnastique | Turnen | gimnasia |
| 18. | hiking | faire de la marche | Wandern | caminatas |
| 19. | hockey | le hockey | Hockey | hockey |
| 20. | horse racing | courses de chevaux | Pferderennen | carrearas de caballos |
| 21. | jai-alai | la pelote | | jai-alai |
| 22. | mountain climbing | l'alpinisme | Bergsteigen | alpinismo |
| 23. | ping-pong | le ping-pong | Tischtennis | ping-pong |
| 24. | polo | le polo | Polo | polo |
| 25. | pool | le billard | Billiard | billar |
| 26. | riding | l'équitation | Reiten | equitación |

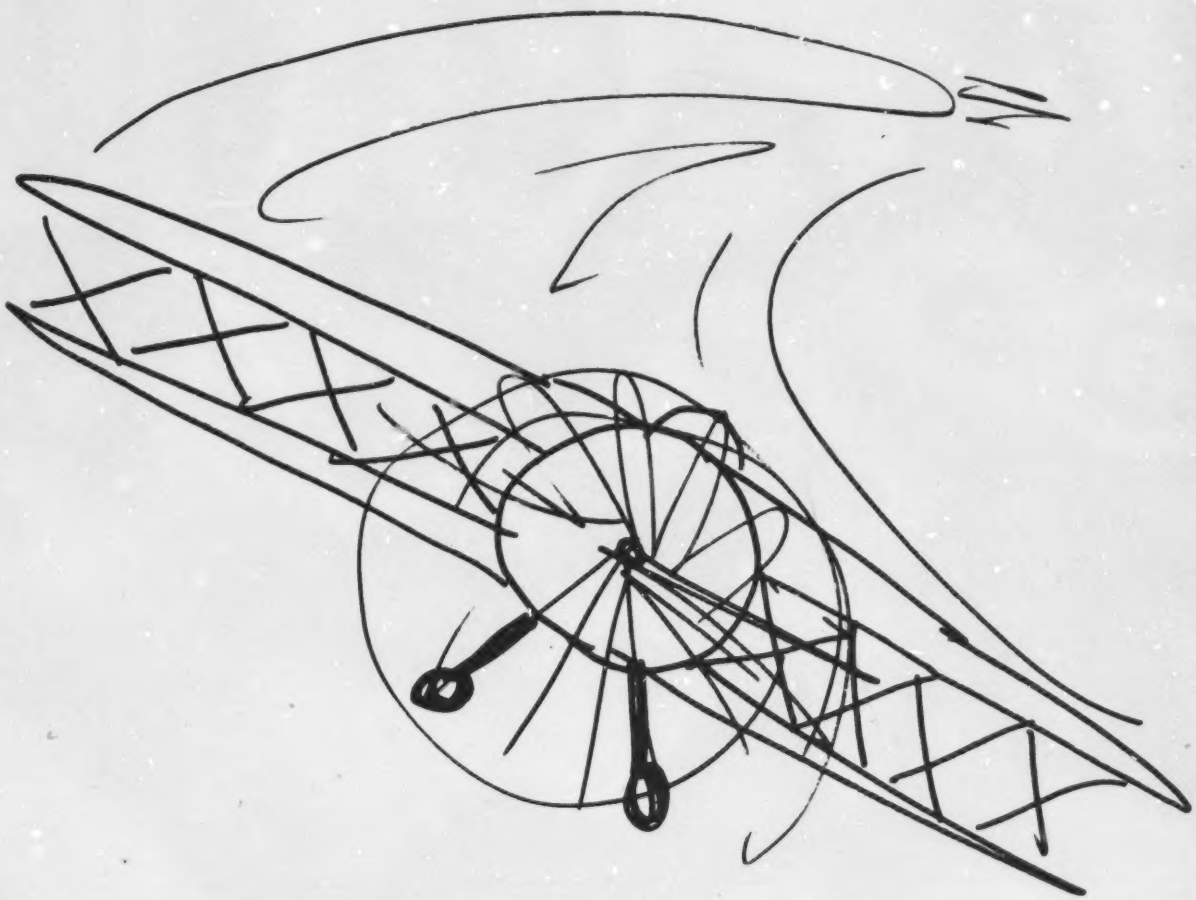
Reach Consensus

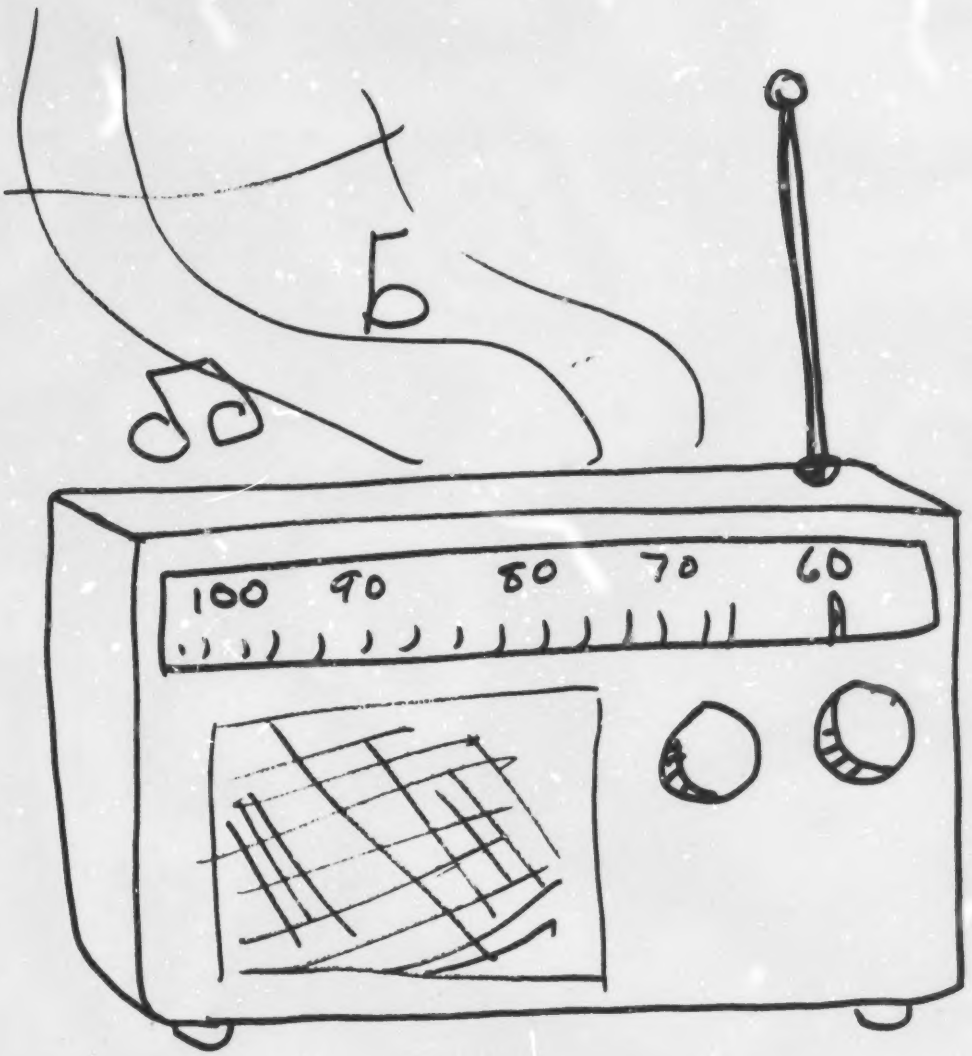
| | | | | |
|---|---|---|---|---|
| 27. | roller skating | faire du patin à roulettes | Rollschuh laufen | patinar (en ruedas) |
| 28. | rowing | faire de l'aviron | Rudern | remar |
| 29. | rugby | le rugby | Rugby | rugby |
| 30. | sailing | faire de la voile | Segeln | navegar |
| 31. | scuba diving | la plongée sous-marine | Tiefseetauchen | bucear |
| 32. | skating | le patinage | Schlittschuhlaufen, Eislaufen | patinar en hielo |
| 33. | skiing | faire du ski | Skilaufen, Schilaufen | esquiar |
| 34. | sledding | faire du toboggan | Schlitten fahren | pasear en trineo |
| 35. | soccer | football | FuBball | soquer |
| 36. | surfing | faire du "surf" | Surfing | surfing |
| 37. | swimming | la natation | Schwimmen | natación |
| 38. | tennis | tennis | Tennis | tenis |
| 39. | tetherball | le Handball | Handball | la pelota |
| 40. | track | l'athlétisme | Leichtathletik | carrearas |
| 41. | volleyball | volley-ball | Volleyball | volibol (volley-ball) |
| 42. | water skiing | faire du ski nautique | Wasserskilaufen, Wasserschilaufen | esquiar |
| 43. | wrestling | faire de la lutte | Ringen | lucha libre |

**Alternate technique:**

Use the above technique with sports you like to watch. Have the students who do not act as negotiators try to guess what the final outcome will be by making their own list and comparing to the class list.

Other activities: games, leisure time activities, famous personalities, hobbies, foods

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Jim Cramer

## Learning Strategy - Responding to Music

| | |
|---|---|
| Objective: | to share feelings experienced while listening to music |
| Linguistic focus: | adjectives describing emotion |
| Suggested level: | one |
| Skill focus: | speaking, listening |
| Working structure: | small group, "magic circle" |
| Procedure: | 1. A student will bring a favorite record (not necessarily in the target language).<br>2. In a "magic circle" after listening to the song, the students will share how they felt during the music.<br>3. Reflective listening - students will retell in their own words the original response of a classmate. |
| Components: | a favorite record brought by a student |
| Cultural application: | not necessarily applicable. The teacher may provide cultural information as appropriate. Foreign music may, of course, be chosen. |

COOKI

Larry Marvin

## Learning Strategy - Sharing Disasters

**Objective:** sharing feelings experienced during a past illness or injury

**Linguistic focus:** vocabulary building and use of the verb "to have" in past tense or present perfect

**Suggested level:** two

**Skill focus:** listening and speaking

**Working structure:** large group

**Procedure:**

1. Hand out vocabulary list ahead of time and have students learn the names of the injuries or illnesses which they have had.
2. In the circle, the teacher or student leader will as questions, e.g.:
   a. Have you ever wanted to do something, but were kept from doing it because of injury or illness?
   b. Did you have to stay home or in the hospital?
   c. What happened?
   d. When did this take place?
   e. How did you feel?
3. Finally students may respond freely and tell what they remember about another student.

**Components:** attached list of vocabulary

**Cultural application:** Illnesses and injuries are the same.

## Sharing Disasters

A. Have you ever had an accident?

B. Did you have to go to the hospital?

C. What happened to you?

D. When did this happen?

E. How did you feel?

A. Avez-vous jamais voulu faire quelque chose mais n'avez pas été capable de le faire à cause d'une blessure ou d'une maladie?

B. Avez-vous été obligé de rester chez vous ou à l'hôpital?

C. Qu'est-ce qui (s'est passé)?
(est arrivé)?

D. Quand cela a-t-il eu lieu?

E. Comment vous êtes-vous senti?

A. Sind Sie je verletzt oder krank gewesen? Was könnten Sie deshalb nicht machen?

B. Mussten Sie zu Hause oder im Krankenhaus bleiben?

C. Was ist passiert?

D. Wann ist das passiert?

E. Wie fühlten Sie sich?

A. ¿Alguna vez ha sufrido un accidente?

B. ¿Tuvo que ir al hospital?

C. ¿Qué fue lo que le pasó?

D. ¿Cuándo pasó esto?

E. ¿Cómo se sintío?

Bernard Marquis
George Schmelzer
Deb Weihing

## Learning Strategy - Sharing Feelings

| | |
|---|---|
| Objective: | to share one's personal feelings with members of the group |
| Linguistic focus: | sentence structure |
| Level: | two |
| Skill focus: | reading comprehension, writing, speaking, reflective listening |
| Working structure: | individual, then large group |
| Procedure: | Students individually complete the sentences. Group leader asks if anyone would like to share his answer to any individual question.<br><br>Students may ask for clarification from others or explain their own answers.<br><br>Call for reflective listening (recall what other group members said). |
| Components: | List of incomplete sentences for each group member. |
| Cultural application: | not applicable |

## Sharing Feelings

1. Happiness is _____.
2. According to parents, children are _____.
3. When I go home, I _____.
4. What I want most in life is _____.
5. I get angry when _____.
6. On rainy days, I like to _____.
7. I feel happiest when _____.
8. I'm afraid to _____.
9. I used to be _____.
10. If I were rich, I _____.

1. Le bonheur est _____.
2. Selon les parents, les enfants sont _____.
3. Quand je vais chez moi, je _____.
4. Ce que je désire le plus dan la vie, c'est _____.
5. Je me mets en colère quand _____.
6. Quand il pleut, j'aime _____.
7. Mon plus grand bonheur est _____.
8. J'ai peur de _____.
9. J'étais _____.
10. Si j'étais riche, je _____.

## Sharing Feelings

1. Glück ist _____.
2. Den Eltern infolge sind die Kinder _____.
3. Wenn ich nach Hause gehe, _____ ich.
4. Was ich im Leben am meisten wünsche, ist _____.
5. Ich werde böse, wenn _____.
6. Wenn es regnet, habe ich Lust _____.
7. Ich fühle mich am glücklichsten, wenn _____.
8. Ich habe Angst vor _____.
9. Früher war ich _____.
10. Wenn ich reich wäre, würde ich _____.

1. La felicidad es _____.
2. Según los padres, los niños son _____.
3. Cuando voy a casa, yo _____.
4. Lo que quiero más en la vida es _____.
5. Me enojo cuando _____.
6. En los días de lluvia me gusta _____.
7. Me siento más feliz cuando _____.
8. Tengo miedo de _____.
9. Yo estaba (used to be) _____.
10. Si tenía riquezas, yo _____.

Tracy Kramer

## Learning Strategy - Story Telling

**Objective:** to give individuals the opportunity to contribute to an original story, through group cooperation

**Linguistic focus:** nouns used as subjects, direct objects, indirect objects, objects of common prepositions; present tense of verbs

**Suggested level:** two

**Skill focus:** speaking, listening

**Working structure:** small group (circle)

**Objectives and Procedures:** Given a number of objects, students will construct a story about them.

1. Collect objects, the names of which are familiar to the students. There should be at least one object for each member of the group. Place the objects in a box or sack.
2. The first person in the group will choose an object. He will begin a story by making a sentence suggested to him by the object chosen. (The student must use at least one simple sentence, but may use more.)
3. The container is then given to the next person, who will choose an object. He will continue the story. The container goes around the circle until all members of the group have contributed to the story.
4. As the story develops, the objects may be placed in the center of the circle.

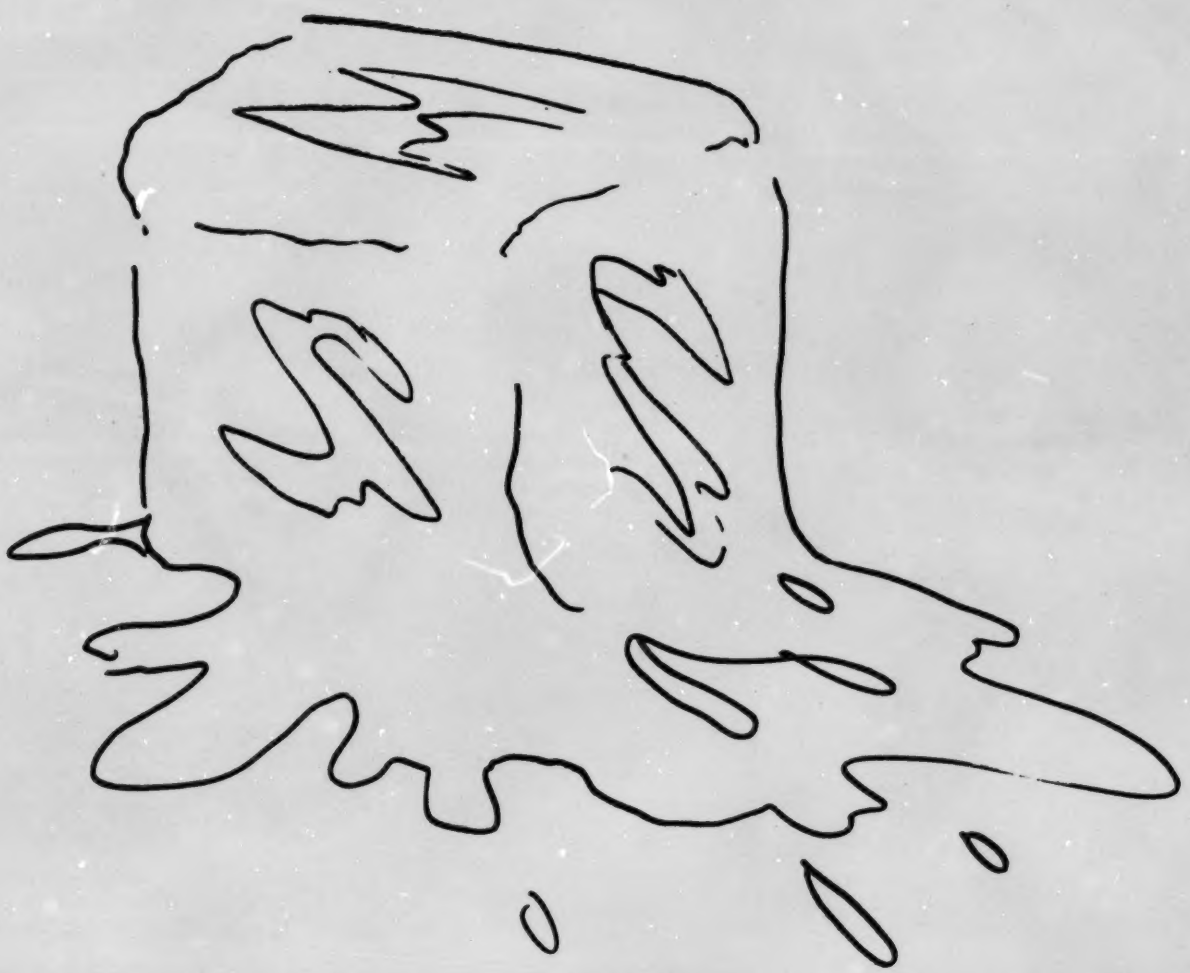
Alternative procedures:

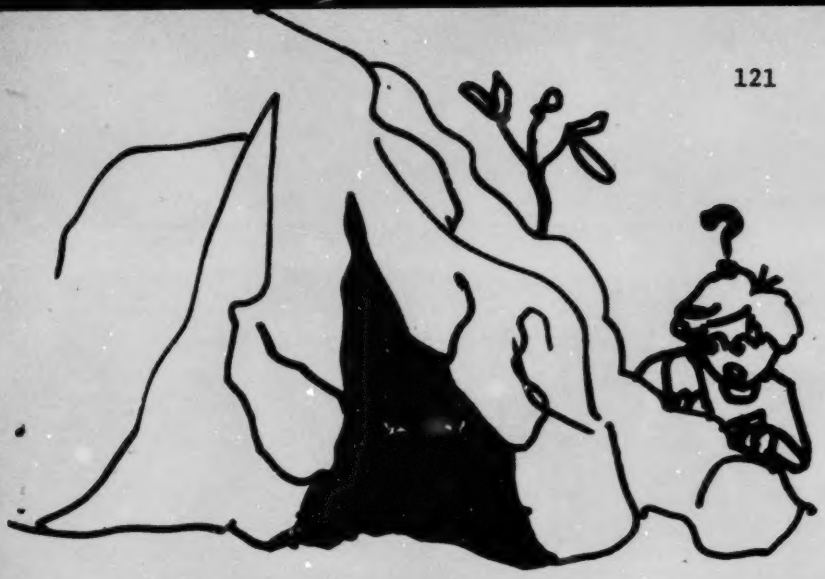
1. Each student could contribute one object.
2. One or two students might assemble objects for a story-telling activity in a large group setting.

3. Individual students write a simple story, incorporating objects from a container.

Components: a container to hold as many or more objects as there are members in the group; a collection of objects

Cultural application: Story telling techniques. How does one customarily begin or end a story? (Once upon a time. . . They lived happily ever after.)





Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Tell It Your Way

**Objective:** to complete a story so that it has meaning to the individual students

**Linguistic focus:** adverbs

**Suggested level:** two

**Skill focus:** writing

**Working structure:** small group

**Procedure:**

1. Given an incomplete story each group of students will work together by filling in adverbs which will help complete the story in a meaningful way.
2. Students will then conclude the story by supplying the final line.
3. When all stories are finished each group in turn will share its story.

Variations:

1. The story can be written in any of several different tenses (i.e., past, conditional, etc.)
2. Different stories can be written to go along with other topics (e.g., restaurants, accidents, etc.)
3. The teacher could require a minimum number of 12 blanks to be filled in (12, 10, etc.)

**Components:** a story, written in the target language with blanks to be filled in with adverbs, mimeographed for students.

**Cultural application:** The story may be written to contain any cultural reference. Our reference here was to the Mexican tradition of the 15th birthday celebration.

## Modèle de récit

Carmen va aller _____ vers le centre. Le soleil brille _____. Elle est en train de penser _____ au cadeau qu'elle doit acheter pour le 15ème anniversaire de sa tante. Il est difficile d'acheter un cadeau pour cette tante parce qu'elle habite si _____. _____ elle voit dans un magasin d'animaux. La porte est fermée et elle entre _____ xpar la fenêtre. Les animaux hurlent _____.

L'employé lui demand _____ "Que désirez-vous, Mademoiselle?"

Carmen répond _____ je voudrais _____ pour ma tante qui habite_____."

L'employé ne lui répond pas parce qu'il écoute _____ la radio.

"Un bulletin d'urgence. Les éléphants se sont échappés _____ du cirque. Rentrez _____ chez vous."

Carmen saisit _____ son cadeau et sort en courant _____ _____ par la porte. Elle voit un éléphant et crie _____. "Une centaine d'éléphants foncent _____ dans les rues et _____ _____.

## A Sample Story

Carmen is going _____ towards downtown. The sun is shining _____. She's thinking _____ about the present she has to buy for her aunt's 15th birthday. It's difficult to buy a present for this aunt because she lives so _____. _____ she sees a pet store. The door is closed so she enters _____ through the window. The animals are "shouting" _____.

The clerk asks _____ "May I help you?"

Carmen answers _____ "I need a ____(noun)_____ for my aunt who lives _____."

The clerk doesn't answer because he's listening _____ to the radio.

"Bulletin! The elephants have escaped _____ from the circus. Run _____ to your homes."

Carmen takes _____ her present and runs _____ through the door. She sees an elephant and yells _____. "One hundred elephants are coming _____ through the street and _____ _____."

## Eine Geschichte

Carlotte geht _____ in die Stadt. Die Sonne scheint _____. Sie denkt _____ an ein Geschenk, das sie der Tante zum Geburtstag kaufen muss. Es ist nicht leicht etwas Passendes zu kaufen, denn die Tante wohnt _____. (Sie ist auch fünfzehn Jahre alt.) _____ sieht Carlotte ein Tier im Schaufenster. Die Tür ist geschlossen, also Carlotte klettert _____ durchs Fenster hinein. Die Tiere schreien _____. Der Verkäufer fragt _____: „Darf ich dir helfen?" Carlotte antwortet _____: „Ich brauche ein ____(noun)____ für meine Tante, die _____ wohnt." Der Verkäufer sagt nichts, denn er hört _____ das Radio. „Hören Sie zu! (Achtung!) Die Elefanten sind dem Zirkus entlaufen! Alle sollen _____ nach Hause!" Carlotte holt _____ das Geschenk und läuft _____ durch die Tür. Sie sieht einen Elefanten und ruft _____: „Hundert Elefanten kommen _____ die Strasse entlang, und _____ _____."

## Un Cuento

Carmen va _____ hacia el centro. El sol brilla _____. Piensa _____ en el regalo que tiene que comprar para el aniversario de su tía. Es difícil comprar un regalo para esta tía porque vive tan _____. _____ ve una tienda de animales. La puerta está cerrada y por eso entra _____ por la ventana. Los animales gritan _____.

El dependiente pregunta _____ <<¿en que puedo servirle?>>

Carmen contesta _____. <<Necesito un ____(nombre)____ para mi tía que vive _____.>>

El dependiente no contesta porque está escuchando _____ radio.

<<¡¡BOLETÍN!! Los elefantes han escapado _____ del circo. Corran _____ a sus casas.>>

Carmen toma _____ su regalo y corre _____ por la puerta. Ella ve un elefante y grita _____. <<Cien elefantes vienen _____ por la calle y _____ _____.>>

Marie Trayer

## Learning Strategy - To Say or Not To Say!

| | |
|---|---|
| Objective: | to identify and express feelings |
| Linguistic focus: | sentence structure |
| Suggested level: | two |
| Skill focus: | writing |
| Working structure: | individual |
| Procedure: | The student writes a letter in the target language to a friend. The letter should include something that the student has always wanted to say to the friend but never has. No one else will see the letter unless the student volunteers. Depending on the student's competency in the language, the teacher could ask the student to discuss why she/he had never expressed this before and if it really should be left unsaid. |
| Components: | pencil, paper |
| Cultural application: | none |

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - A Touching Situation

| | |
|---|---|
| Objective: | to help students use their imaginations<br>to develop awareness of one's sensory perceptions other than sight |
| Linguistic focus: | adjectives, colors |
| Suggested level: | one |
| Skill focus: | speaking, feeling |
| Working structure: | large group |
| Procedure: | One student blindfolded reaches into a bag filled with fabric samples. The student will describe how the fabric feels and guess what color it is. Then he may look at his fabric and see how well he described it. Blindfold the next student and proceed in the same manner. |
| Components: | sack full of fabric remnants of varying texture, blindfold |
| Cultural application: | A sack of cultural realia could be used (e.g., in Spanish: maracas, doll, castanets, etc.)<br><br>Discussion of the symbolic significance of colors in the target language could be held (e.g., green means jealousy, etc.) |

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Visual Symbol

| | |
|---|---|
| Objective: | to identify something that is "typically" himself/herself |
| Linguistic focus: | speaking, listening |
| Linguistic focus: | vocabulary |
| Suggested level: | one |
| Skill focus: | speaking, listening |
| Working structure: | large group |
| Procedure: | Given several pictures of varied content (e.g. from a magazine) students will select one which represents their immediate feelings or an aspect of their personality. Each student will show the picture and give a reason for having chosen it.<br><br>This may be followed with reflective listening. |
| Components: | pictures of single items or concepts |
| Cultural application: | none |

Bernard Marquis
George Schmelzer
Deb Weihing

## Learning Strategy - What's Your Answer?

**Objective:** to identify common interests

**Linguistic focus:** simple sentence responses

**Level:** two

**Skill focus:** listening, speaking, reflective listening

**Working structure:** small group (circle)

**Procedure:** Group leader asks the questions. Leader could call on individuals or wait for volunteer responses. Allow time for deeper discussion of any question if interest is expressed.

After each question, ask the group members what they remember about the responses of others. (reflective listening).

**Components:** list of questions for the group leader

**Cultural application:** possible discussion of pastimes, religion, family relationships in another culture

## What's Your Answer?

1. What do you do on Sunday?
2. In your opinion, what is the best way to spend an enjoyable evening?
3. What types of games do you play with your friends?
4. Do you often go to church? Is it necessary to go to church?
5. What bothers you the most about adults?
6. What do you want to be doing in five years?
7. What is the most important change which will take place in the next ten years?
8. What was the most important thing that happened to you in the past week?
9. How do you feel on the day of an exam? Are exams necessary?
10. Do you think that teenagers should earn their own spending money?

## Quelle est votre réponse?

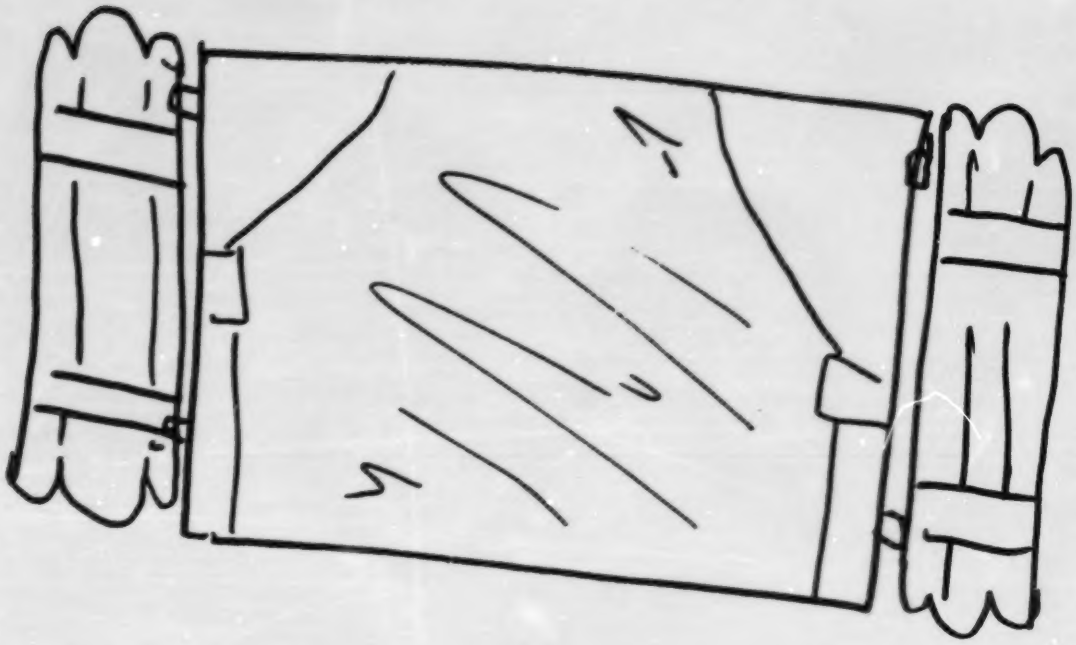
1. Qu'est-ce que tu fais le dimanche?
2. A ton avis, quelle est la meilleure façon de passer une bonne soirée?
3. A quelles sortes de jeux aimes-tu jouer avec des copains?
4. Vas-tu souvent a l'église? Est-ce que c'est nécessaire?
5. Qu'est-ce qui t'ennuie le plus à propos des adultes?
6. Que veux-tu faire dans cinq ans?
7. Quel est le changement le plus important qui aura lieu dans dix ans?
8. Pour toi, quel est l'évenement le plus important de la semaine passée?
9. Quels sont tes sentiments le jour d'un examen? Les examens sont-ils necessaires?
10. A ton avis, les adolescents devraient-ils gagner leur argent de poche?

## Wie antwortest du?

1. Was machst du am Sonntag?
2. Wie verbringt man am besten einen schönen Abend?
3. Was spielst du gerne mit deinen Freunden?
4. Wie oft gehst du in die Kirche? Ist es nötig, in die Kirche zu gehen?
5. Was ist dir bei Erwachsenen am unangenehmsten?
6. Was wirst du in fünf Jahren tun?
7. Was für eine bedeutende Veränderung wird in den nächsten zehn Jahren geschehen?
8. Was war dir das bedeutendste Geschehnis der letzten Woche?
9. Wie fühlst du dich am Tag einer Prüfung? Sind Prüfungen (Examen) nötig?
10. Sollten Teenager ihr eigenes Taschengeld verdienen?

## ¿Cuál es tú respuesta?

1. ¿Qué hace los domingos?
2. ¿En su opinión, cuál es la mejor manera de pasar una noche?
3. ¿Qué clase de juegos juega con sus compañeros?
4. ¿Va Ud. a menudo a la iglesia? ¿Es necesario ir a la iglesia?
5. ¿Qué le molesta más sobre los adultos?
6. ¿Qué quiere hacer dentro de cinco años?
7. ¿Cuál es el cambio más importante que va a ocurrir en los próximos diez años?
8. ¿Qué es la cosa más importante que le pasó la semana pasada?
9. ¿Cómo se siente el día de un examen? ¿Son necesarios los exámenes?
10. ¿Cree Ud. que los adolecentes deben ganar su propio dinero para gastar?



Jim Cramer

## Learning Strategy - Window of Life

**Objective:** to identify and share what students feel is important in their lives

**Linguistic focus:** direct objects

**Suggested level:** one

**Skill focus:** speaking

**Working structure:** the procedure can be varied to work in pairs, groups of four-six, etc.

**Student Objectives and Procedure:** Given a specific question (see examples) the students will individually look through a "magic window" and try to visualize what they consider to be an important activity in their present (or future) lifestyle.

Students will then describe in as much detail as possible what they see.

**Components:** a "window"

**Cultural application:** Determine what might be important in the life of a student in the target country.

Kay Nickel
Marie Trayer
Susan Byrd

## Learning Strategy - Word Association

| | |
|---|---|
| Objective: | to compare the associations different words have for different students |
| Linguistic focus: | nouns, adjectives, verbs |
| Level: | any |
| Skill focus: | speaking |
| Working structure: | large group |
| Procedure: | The leader will say a word and students will volunteer the first word that comes to their minds. |
| Components: | words previously learned |
| Cultural application: | Culturally significant words could be used to see what feelings these bring out in the students. |

## Word Association

| | | | | |
|---|---|---|---|---|
| 1. | black | noir | schwarz | negro |
| 2. | book | le livre | das Buch | el libro |
| 3. | car | la voiture | der Wagen, das Auto | el coche |
| 4. | clothing | les vêtements | die Kleidung | la ropa |
| 5. | cold | le froid | die Kälte | el frío |
| 6. | delicious | délicieux | köstlich | delicioso |
| 7. | devil | le diable | der Teufel | el diablo |
| 8. | discontent | mécontent | unzufrieden | descontento |
| 9. | doctor | le médecin | der Arzt | el médico |
| 10. | expensive | cher | teuer | caro |
| 11. | fantastic | fantastique | fantastisch | fantástico |
| 12. | far | loin | weit | lejos |
| 13. | fence | la clôture, barrière | der Zaun | la cerca |
| 14. | flowers | les fleurs | die Blumen | las flores |
| 15. | grandmother | la grand-mère | die Oma | la abuela |
| 16. | handsome | beau | gut aussehend | guapo |
| 17. | happy | heureux | glücklich | feliz |
| 18, | hate | la haine | der Hass | el odio |
| 19. | heat | la chaleur | die Hitze | el calor |
| 20. | home | le foyer | das Heim Zuhause | el hogar |
| 21. | house | la maison | das Haus | la casa |
| 22. | hunger | la faim | der Hunger | el hambre |
| 23. | husband | le mari | der Mann, Gemahl, Gette | el esposo |
| 24. | jewels | les bijoux | der Schmuck | las joyas |
| 25. | job | le travail, l'emploi | der Beruf | el empleo |
| 26. | liberty | la liberté | die Freiheit | la libertad |

## Word Association

| | | | | |
|---|---|---|---|---|
| 27. | light | la lumière | das Licht | la luz |
| 28. | lion | le lion | der Löwe | el león |
| 29. | love | l'amour | lieben | el amor |
| 30. | marijuana | la marijuana | Marijuana | marijuana |
| 31. | money | l'argent | das Geld | el dinero |
| 32. | mother | la mère | die Mutter | la madre |
| 33. | old | vieux | alt | viejo |
| 34. | pain | la douleur | der Schmerz | el dolor |
| 35. | party | la fête | das Fest | la fiesta |
| 36. | perfect | parfait | perfekt, vollkommen | perfecto |
| 37. | pretty | joli, belle | hübsch | bonito |
| 38. | rain | la pluie | der Regen | la lluvia |
| 39. | red | rouge | rot | rojo |
| 40. | refrigerator | le réfrigérateur | der Eisschrank, der Kühlschrank | el refrigerador |
| 41. | ring | la bague | der Ring | el anillo |
| 42. | sad | triste | traurig | triste |
| 43. | school | l'école | die Schule | escuela |
| 44. | silence | le silence | das Schweigen | elsilencio |
| 45. | snow | la neige | der Schnee | la nieve |
| 46. | strong | fort | stark | fuerte |
| 47. | sun | le soleil | die Sonne | el sol |
| 48. | squirrel | l'écureuil | das Eichhörnchen | la ardilla |
| 49. | tall | haut | gross | alto |
| 50. | ten | dix | zehn | diez |
| 51. | terrible | terrible | schrecklich, furchtbar, fürchterlich, entsetzlich | terrible |
| 52. | thirst | la soif | der Durst | la sed |

## Word Association

| | | | | |
|---|---|---|---|---|
| 53. | tiger | le tigre | der Tiger | el tigre |
| 54. | to dance | danser | tanzen | bailar |
| 55. | to kiss | embrasser | küssen | basar |
| 56. | to learn | apprendre | lernen | aprender |
| 57. | to look for | chercher | suchen | buscar |
| 58. | to play | jouer | spielen | jugar |
| 59. | to play (instrument) | jouer de | spielen | tocar |
| 60. | to shine | briller | scheinen | brillar |
| 61. | to sleep | dormir | schlafen | dormir |
| 62. | to speak | parler | sprechen | hablar |
| 63. | to study | étudier | lernen | estudiar |
| 64. | to touch | toucher | berühren | tocar |
| 65. | ugly | laid | hässlich | feo |
| 66. | volcano | le volcan | der Vulkan | el volcan |
| 67. | watch | la montre | die Uhr | el reloj |
| 68. | weather/ time | le temps | das Wetter, die Zeit | tiempo |
| 69. | wife | la femme | die Frau, Genahlin, Gattin | la esposa |
| 70. | window | la fenêtre | das Fenster | la ventano |
| 71. | young | jeune | jung | joven |
| 72. | Mr. América | M. Amérique | Mr. Amerika | Sr. América |

Jim Cramer

## Learning Strategy - Write It "Like It Is"

| | |
|---|---|
| Objective: | to express feelings |
| Linguistic focus: | adjectives |
| Suggested level: | one |
| Skill focus: | writing |
| Working structure: | individual |
| Procedure: | On a bulletin board covered with light colored paper and labeled "Right now I feel . . . ." the students may express how they feel at any given moment. They may also tell why they feel as they do. They may share these feelings orally with the class if they wish. All writings on the bulletin board should be in the target language. |
| Components: | bulletin board, felt tip marker |
| Cultural application: | none |

## A Wealth of Feelings

1. accepted
2. adventuresome
3. amazed
4. angry
5. annoyed
6. apathetic
7. ashamed
8. boastful
9. bored
10. clumsy
11. cocky
12. confused
13. contented
14. defeated
15. embarassed
16. energetic
17. enthusiastic
18. envious
19. foolish
20. free
21. frustrated
22. grateful
23. guilty
24. happy
25. healthy
26. inadequate
27. indebted
28. inferior
29. inspired
30. joyful
31. lonely
32. nervous
33. overwhelmed
34. pressured
35. proud
36. refreshed
37. relieved
38. respected
39. responsible
40. restrained
41. satisfied
42. scared
43. sneaky
44. stimulated
45. strong
46. stupid
47. superior
48. sympathetic
49. tense
50. thrilled
51. triumphant
52. unique
53. weak
54. worthless

## Un tresor de sentiments

| | | | | | |
|---|---|---|---|---|---|
| 1. | accepted | accepté | 28. | inferior | inférieur |
| 2. | adventuresome | aventureux | 29. | inspired | inspiré |
| 3. | amazed | étonné | 30. | joyful | joyeux |
| 4. | angry | être en colère | 31. | lonely | seul |
| 5. | annoyed | ennuyé | 32. | nervous | nerveux |
| 6. | apathetic | apathique | 33. | overwhelmed | accablé |
| 7. | ashamed | honteux | 34. | pressured | obligé, pressé |
| 8. | boastful | vantard | 35. | proud | fier |
| 9. | bored | ennuyé | 36. | refreshed | rafraîchi |
| 10. | clumsy | maladroit | 37. | relieved | soulagé |
| 11. | cocky | effronté | 38. | respected | respecté |
| 12. | confused | troublé | 39. | responsible | responsable |
| 13. | contented | content | 40. | restrained | contraint |
| 14. | defeated | abattu, découragé | 41. | satisfied | satisfait |
| 15. | embarassed | embarrassé, gêné | 42. | scared | effrayé |
| 16. | energetic | énergique | 43. | sneaky | sournois |
| 17. | enthusiastic | enthousiaste | 44. | stimulated | stimulé |
| 18. | envious | jaloux | 45. | strong | fort |
| 19. | foolish | ridicule | 46. | stupid | stupide |
| 20. | free | libre | 47. | superior | supérieur |
| 21. | frustrated | frustré | 48. | sympathetic | sympathique |
| 22. | grateful | reconnaissant | 49. | tense | tendu |
| 23. | guilty | coupable | 50. | thrilled | ravi |
| 24. | happy | heureux | 51. | triumphant | triomphant |
| 25. | healthy | bien portant | 52. | unique | unique |
| 26. | inadequate | insuffisant | 53. | weak | faible |
| 27. | indebted | obligé | 54. | worthless | sans valeur |

## Eine Menge von Gefühlen

| | | |
|---|---|---|
| 1. | accepted | akzeptiert |
| 2. | adventuresome | abenteurlich |
| 3. | amazed | erstaunt |
| 4. | angry | zornig |
| 5. | annoyed | ärgerlich |
| 6. | apathetic | gleichgültig |
| 7. | ashamed | beschämt |
| 8. | boastful | prahlerisch |
| 9. | bored | gelangweilt |
| 10. | clumsy | ungeschickt |
| 11. | cocky | frech |
| 12. | confused | verwirrt |
| 13. | contented | zufrieden |
| 14. | defeated | geschlagen |
| 15. | embarrassed | verlegen |
| 16. | energetic | energisch |
| 17. | enthusiastic | begeistert |
| 18. | envious | neidisch |
| 19. | foolish | unsinnig |
| 20. | free | frei |
| 21. | frustrated | frustriert |
| 22. | grateful | dankbar |
| 23. | guilty | schuldig |
| 24. | happy | glücklich |
| 25. | healthy | gesund |
| 26. | inadequate | unzulänglich |
| 27. | indebted | zu Dank verpflichtet |
| 28. | inferior | unterlegen |
| 29. | inspired | inspiriert |
| 30. | joyful | erfreut |
| 31. | lonely | einsam |
| 32. | nervous | nervös |
| 33. | overwhelmed | überwältigt |
| 34. | pressured | stark beansprucht |
| 35. | proud | stolz |
| 36. | refreshed | erfrischt |
| 37. | relieved | erleichtert |
| 38. | respected | respektiert |
| 39. | responsible | verantwortlich |
| 40. | restrained | zurückhaltend |
| 41. | satisfied | befriedigt |
| 42. | scared | ängstlich |
| 43. | sneaky | geprellt |
| 44. | stimulated | stimuliert |
| 45. | strong | stark |
| 46. | stupid | dumm |
| 47. | superior | überlegen |
| 48. | sympathetic | mitfühlend |
| 49. | tense | gespannt |
| 50. | thrilled | aufgeregt |
| 51. | triumphant | triumphierend |
| 52. | unique | einzigartig |
| 53. | weak | schwach |
| 54. | worthless | unwürdig |

## Los Sentimientos

| | | | | | |
|---|---|---|---|---|---|
| 1. | adventurous | aventuroso | 28. | healthy | sano, saludable |
| 2. | amazed | maravillado | 29. | humiliated | humilado |
| 3. | angry | enfadado | 30. | inadequate | inadicuado |
| 4. | annoyed | molestado | 31. | inferior | inferior |
| 5. | apathetic | apático | 32. | inspired | inspirado |
| 6. | ashamed | avergonzado | 33. | intelligent | inteligente |
| 7. | boastful | alardoso | 34. | lonely | solo |
| 8. | bored | aburrido | 35. | moved | conmovido |
| 9. | capable | cápaz | 36. | nervous | nervioso |
| 10. | cautious | cauteloso | 37. | obligated | obligado |
| 11. | clumsy | torpe | 38. | pretentious | pretencioso |
| 12. | cocky | atrevido | 39. | proud | orgulloso |
| 13. | compassionate | compadecido | 40. | refreshed | refrescado |
| 14. | contented | contento | 41. | respected | respetado |
| 15. | defeated | abatido, derrotado | 42. | responsible | responsable |
| 16. | embarassed | embarasado | 43. | restrained | refrenado |
| 17. | emotional | emocionado | 44. | satisfied | satisfecho |
| 18. | energetic | vivo | 45. | sneaky | arrastrado |
| 19. | enthusiastic | entusiasmado, aliviado | 46. | stimulated | estimulado |
| 20. | envious | envidioso | 47. | strong | fuerte |
| 21. | free | libre | 48. | stupid | estupido, bruto |
| 22. | frightened | asustado | 49. | superior | superior |
| 23. | frustrated | frustrado | 50. | tense | tenso |
| 24. | furious | furioso | 51. | triumphant | triunfante |
| 25. | grateful | agredecido | 52. | unhappy | infeliz |
| 26. | guilty | culpado | 53. | weak | debil |
| 27. | happy | alegre | 54. | worthless | indigno |